Canadian Home Economics Journal

Spring 1993. Volume 43, No. 2

Revue canadienne d'économie familiale

Printemps 1993. Volume 43, nº 2

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11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession même.

Canadian
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Revue
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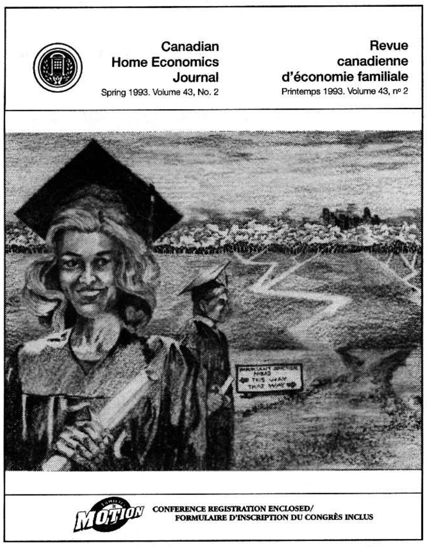
d'économie familiale

Spring 1993

Volume 43 No. 2


Canadian
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d'économie familiale
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MOTION
CONFERENCE REGISTRATION ENCLOSED/
FORMULAIRE D'INSCRIPTION DU CONGRÈS INCLUS

Cover design: Dennis Goshinmon

Printed by M.O.M. Printing Ltd., Ottawa

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(Date of issue—April, 1993)

Canadian Publications Mail
Sales Product Agreement
No. 177849

Published quarterly/Publication trimestrielle

Canadian Home Economics Association
901-151 Slater Street, Ottawa, K1P 5H3, Canada
Tel: (613) 238-8817/238-8819

CHEJ EDITORIAL OFFICE

Lethbridge Community College
3000 College Drive South
Lethbridge, AB, T1K 1L6, Canada

Editor/Rédactrice en chef

Glenda Everett, PHEc, MS
Program Administrator
Lethbridge Community College
Lethbridge, AB, T1K 1L6
Tel: (403) 320-3343
(403) 329-6948

**Associate Editor/
Rédactrice associée**

MaryAnn Joly, PHEc
Home Economist
Canadian Western Natural
Gas Company Limited
Lethbridge, AB, T1H 2A9
Tel: (403) 327-4551
(403) 381-0428

**Contributing Editor/
Rédactrice en collaboration**

Brenda White
Nutrition Educator
Dairy Nutrition Council
6, 2111 Centre St. N.
Calgary AB, T2E 2T2
Tel: (403) 276-5884 (W)
(403) 252-9080 (H)
Fax: (403) 277-1854

**Book Review Editor/
Rédactrice des comptes rendus**

Linda West, PHEc
Home Economist
Canadian Western Natural
Gas Company Limited
Lethbridge, AB, T1H 2A9
Tel: (403) 327-4551
(403) 756-3560

French Editor/Rédactrice française

Carmelle Therien-Viau
Retired
C.P. 192
Prevost, Quebec J0R 1T0
Tel: (514) 224-2738

**Research Editor/
Rédactrice des
articles de recherches**

Betty Crown, PhD
Dean, Faculty of Home Economics
115 Home Economics Building
University of Alberta
Edmonton, Alberta T6G 2N1
Tel: (403) 492-3824

Advisor/Consultante

Ruth Berry, PhD
Dean
Faculty of Human Ecology
University of Manitoba
Winnipeg, MB R3T 2N2
Tel: (204) 474-9704
(204) 261-7127
Fax (204) 275-5299

**Business Manager/
Administratrice**

CHEA National Office
901-151 Slater St.
Ottawa, ON, Canada
K1P 5H3

**Advertising Representative/
Représentant de publicité**

CHEA National Office
901-151 Slater St.
Ottawa, ON, Canada
K1P 5H3

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Contents are indexed in the Canadian Periodical Index and selectively indexed in Public Affairs Information Service (PAIS), Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature, Bibliographic Index of Health Education Periodicals, Current Index to Journals in Education, and World Textile Abstracts. Microfilm and Xerographic copies are available from Micromedia Limited, 158 Pearl Street, Toronto, Canada M5H1L3 and University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

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Supported in part by grants from The Canadian Home Economics Foundation and the Canadian Association of Research in Home Economics.

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Nos articles sont répertoriés dans l'Index des périodiques canadiens, et sélectivement, dans *Public Affairs Information Service* (PAIS), le *Répertoire canadien sur l'éducation, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature, Bibliographic Index of Health Education Periodicals, Current Index to Journals in Education* et *World Textile Abstracts*. Pour en obtenir des copies dactylographiées ou sur microfilm, s'adresser à Micromedia Limited, 158, rue Pearl, Toronto, Canada M5H1L3, ou University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

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Subventionné en partie par les subsides de la Fondation Canadienne des spécialistes en Économie familiale et ceux de l'Association canadienne de Recherche en Économie Familiale.

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From the Editors

As readers of the *CHE Journal*, you may have noticed that new feature sections have been introduced over the past two years. We, the editors, hope that the additions have added to your reading enjoyment and satisfaction. Some of the suggestions have come from the Publications Review Committee of the Canadian Home Economics Association. Others have been editorial decisions based on the types of submissions being received and our interpretation (misguided though it may be!) of what our readers would prefer to read.

The readership surveys have always provided valuable insight into the wants and needs of the readers (varied though they be). We ask that you complete the enclosed readership survey and return it to us as soon as possible. This information will be collated and shared with the new editorial committee that should begin their role this fall.

Remember, however, that all those ideas for articles, features, etc. are for naught if more of you do not take it upon yourselves to submit articles for review. We are seldom short on ideas for articles; it is the lack of submissions from our members. (As you will see in this issue, there is no research article for the Research Section.) We encourage you to change the trend towards dwindling submissions and make the next editorial committee's task that much easier. If nothing else, it is a valuable learning experience and looks great on your resumé!

Glenda Everett
Mary Ann Joly

Reader Forum

November 23, 1992

Dear Editor:

The review of my *Fabric Handbooks* (Winter issue) conveys little of what the books are about: the *Glossary* is an extensive fabric dictionary and the *Reference* is a complete though condensed textiles text, in addition to its specialized additions.

In the review, the *Glossary* was presented as an adjunct to the Swatch Set; it is the othe way around. VERY FEW of the 125 "File" pages deal with a single fabric; most cover MULTIPLE names and types, and these are fully indexed. The Swatch Set simply provides *one sample per page*; at that, it is one of the largest sets available in North America, and is extensive and varied in its selection. In the *Glossary* over 600 examples are explained and often illustrated, and these can be found through the index, not just by the alphabetical listing of the first name placed on the 125 "File" pages. The *Glossary* also leads off with extensive lists of fabrics suitable to various end uses.

The textbook function of the *Reference* is never mentioned, but in fact, pages 1-171 cover fibres up to the most recent, all yarn types, fabric constructions and finishes — NOT just "additional detail about the (125) fabrics". Re: other features of the *Reference*, there is NO MENTION of Care, a section of 34 pages with information hard to come by or absent from many texts and of great interest to *CHEJ* readers; in comparison, the sections mentioned in the review were metric (7 pp), environmental (11) and testing (8)! Further, although total metric in textiles coverage is included, I took care NOT to focus on just "metric in Canada" as the book is aimed to have international appeal. Finally, a minor point — what is noteworthy in the 1990s about an author using word processing?

Mary Humphries
Ontario

Discovering the Pleasure of Teaching While Striving for Effectiveness and Excellence

Agathe Gagné Collard

Abstract

Effectiveness in teaching is frequently linked with the teacher's behavior and attitude. This paper's main aim is to shed light on the principles and processes that have been put forward by certain pedagogues and psychopedagogues, which are thought to enhance personal satisfaction. Certain attitudes are known to be helpful to any educator who wants to refresh his educational strategies and set out on the road to excellence with a view to rediscovering the joy of teaching.

Résumé

L'efficacité dans l'enseignement est souvent reliée à des comportements et des attitudes de la part de l'enseignant. Cet article vise principalement à mettre en lumière les principes et démarches mis de l'avant par certains pédagogues et psychopédagogues susceptibles de rehausser la satisfaction personnelle. Certaines attitudes sont retenues pour aider tout éducateur et éducatrice désireux de rafraîchir ses stratégies éducatives et de prendre le chemin de l'excellence pour retrouver le plaisir d'enseigner.

For many decades, and it is still true today, educators have had to represent to their students the incarnation of the perfect human being, the successful product of the society in which they live. Under the weight of this pressure, many teachers, as sole representatives of the adult group in their classrooms, are overcome with anguish and anxiety. This pressure frequently translates into disgust and dissatisfaction with respect to the exercise of their profession.

Can a teacher who is in the grip of these feelings be effective and project a positive attitude? Does effectiveness in teaching not result from the teacher's training and level of motivation?

According to Ada Abraham (1982), most psychopedagogical research indicates that the qualities necessary for success in the teaching profession are the same qualities society values: good health, objectivity, dedication, tact, dignity, firmness, intelligence, to name just a few (p. 11).

Society demands much more from teachers than its other members. Teachers are required to be lawyers, judges but also friends, confidants, and accomplices. How can teachers hope to meet all these expectations? It would be presumptuous to think that it is possible to come up with the description of a typical effective teacher. Notwithstanding, this article will point out some of the pedagogical principles and processes, drawn from the writings of several authors, which can potentially increase personal satisfaction among teachers and provide them with ways and means of achieving excellence.

Teaching is a complex activity that demands that teachers give serious thought to those behaviors that are linked to success and excellence, in addition to being knowledgeable in a subject matter and preparing well-planned courses.

Bedwell, Hunt, Touzel, and Wiseman (1984), in a discussion of effective performance, emphasize that it is impossible to make a list of applicable structural characteristics that are common to all courses. The list consists of the following: ensure that the teaching is appropriate to the developmental level of the students, make sure that the students know the goals that are to be reached, motivate the students, establish a varied structure of pedagogical interventions, actively involve the students in the classroom, analyze the learning pattern of the student, plan for appropriate feedback, and vary the form of the questions. A more detailed description of each characteristic will provide additional information and make the concept clearer.

Agathe Gagné Collard is the director of consumer and family financial management programs, as well as a professor in the Department of Human Nutrition and Consumption, Laval University, Quebec City. She has a bachelor's degree in teaching, with a major in family financial management, Laval University, 1985; a certificate in consumer sciences, Laval University, 1987; a master's in psychopedagogy, Laval University, 1991. She is working on a doctorate in ethnology, Laval University.

Ensure that the Teaching is Appropriate

Frequently, teachers assume that a group of students who are at a certain academic level are also at the same developmental level. Adopting this principle means that you acknowledge the fact that there are developmental differences among the students, not only where the acquisition of knowledge is concerned, but also where physical, emotional, social, and environmental development is concerned. Benjamin Bloom (1979) maintains that, in spite of all available evidence and the stability of these differences in academic learning, he is convinced that a large part of the variation is due to family and social environmental conditions. The effort expended to teach something to a child can be effective or ineffective. In both cases, it is the student that is judged, but rarely in a way that takes into account prior preparation or prior teaching (p. 20).

Some years before, Piaget (1970) described in detail the determiners of cognitive development: biological maturation, life experiences, and the need to expand one's conceptual structures. Knowing these factors means understanding the differences in the mental development of individuals which allows the teacher to adjust his pedagogical intervention style. Without this prior analysis, it would be practically impossible for the majority of teachers to be successful.

It is, therefore, appropriate to recall that concrete concepts are easier to grasp (a demonstration is easier to understand than theoretical teaching); visual presentations (films, slides, etc.) should be preceded by concrete experiences related to activities that create a link with the teachings; language used in teaching should be comprehensible and adapted to the developmental level of the students; the time set for the accomplishment of a task should be commensurate with the ability of the learner; and the reinforcement of learning should be satisfying for each of the learners.

Make Sure the Students Know the Goals to be Reached

When planning a lesson, all good teachers have to set objectives and keep in mind the fact that a pedagogical intervention is preceded by information about course objectives, that the objectives presented and the activities proposed are closely linked, and that evaluation occurs as a function of the objectives proposed.

The teacher must also have a good sense of flexibility in order to be able to choose, when the time comes, what best meets the needs and the abilities of the students. Haig, Nail, and Katterns (1984) maintain that "effective teachers sensitively and flexibly control those learning conditions that can be arranged, try to influence or at least take into account less manageable conditions and recognize that their teaching effectiveness will depend on a preparedness to experiment with, analyze and evaluate their own patterns of thought and action" (p. 24).

These notions of sensitivity and flexibility indicate that effective teachers must be constantly on the lookout for situations that require them to make changes in their teaching methods or to postpone to another time objectives that have already been set.

Motivating Students

Bedwell et al. (1984), Bloom (1979), Brophy and Evertson (1976), and Haig et al. (1984) were interested in motivation, an essential aspect of effective teaching.

It is logical to think that learners share with teachers the responsibility for their learning. It is, therefore, up to the teachers to stimulate interest in their students by linking learning with their lives today and tomorrow.

According to Abraham (1982), it is crucial to choose the right moment where motivation is concerned. "Teachers who desire to have high achieving students must make an effort to capture their interest (students) even before instruction begins . . . Probably no other part of the lesson is as important as the introduction, because it is at this point that the teacher is most concerned with establishing high motivation" (p. 96).

Keeping this stimulation constant is the domain of pedagogical activity. According to all teaching strategies, the teacher moves, expresses surprise, varies intonation, and develops acting talents all with a view to better motivating students. The acting, the emotional displays, serve as reinforcements, as positive anticipations and as complements to cognitive demonstration. To stimulate the interest of the learners, teachers may make use of certain stratagems, such as the following: planning questions to introduce the lesson; turning to dramatization by playing the role of a teacher during the demonstration; presenting an audio or a video format of the pedagogical documents without prior explanation and asking the students to analyze the content; defending an unpopular point of view and observing students to determine their reaction; and using puppet shows to introduce new ideas to the very young. All these stratagems capture the students' attention and force the learners to get involved in their own learning process. According to Roueche and Baker (1986), "It appears that great teaching is inspired by the simple yet beautiful act of one human being touching another through the learning process" (p. 101).

Establish a Varied Structure of Pedagogical Interventions

It would be difficult to imagine a homogeneous class in which one kind of intervention suits everyone. The effective teacher cannot, at all times, address the entire group, lecture-style. On the contrary, the teacher must plan teaching sequences in such a way as to meet the needs of the students and promote the development of their individual abilities.

One can not deny the fact that lecture-style teaching has positive aspects. For example, it enables the teacher to cover material more rapidly; the teacher ensures that all learners obtain the same information; and teachers ensure control and authority in the classroom.

In any case, it is a good idea to alternate learning situations at certain times: to work in small and large groups and to assign individual work. In a discussion about varying the size of the working group, Bedwell et al. (1984) and Brophy (1981) maintain that some students who are shy find it easier to participate in smaller discussion groups; that personal interaction, in the case of many students, promotes the development of social skills; in the case of others, their feeling of self-worth is enhanced by the impression that they are learning on their own. In the course of these interventions, the teachers can take the opportunity to communicate with the students on an informal basis and fill their primary role, which is to accompany the students on their quest for knowledge, ensure that each student has received all the appropriate information, and ensure that each student has acquired the knowledge needed to develop further.

Actively Involve the Students

The passiveness of the learners that was prevalent in the classroom in the recent past has become outmoded. Today, students want to speak out, to write, to express their opinions, to ask for and receive feedback, and to have the opportunity to intervene when they do not understand something. This active involvement gives learners the feeling that they are collaborating and playing an important role in their own learning process. Nevertheless, the teacher must ensure that teaching is aimed at the level of performance to be attained; that students are stimulated to demonstrate that they have a practical awareness of their learning; and they they can apply the new skills in appropriate work sequences.

Although effective teachers do not always meet with the success expected, they must nevertheless give students the opportunity to apply the new skills they have acquired.

Analyze the Learning Pattern of the Students

The most serious error for a teacher is to believe that a student has acquired knowledge because the teacher has taught the information. Even though the effective teacher does in principle have the skill to ensure that goals are reached, achieving this end is not, in and of itself, always easy.

Where achieving a better performance is concerned, authors Bedwell et al. (1984) suggested that teachers should use teaching methods that promote the mastery of the goals they have set and diagnostic evaluation techniques that enable them to identify what knowledge was acquired as a result of each teaching strategy. Bloom (1979) maintains that the corrective feedback principle is one of the best determiners of the effectiveness of a teaching strategy.

Guided by the above-mentioned authors, teachers who strive to be effective and achieve the success they aim at would do well to develop simple and specific means for reaching the goals they have set; to move around the classroom so that they can take a close look at the work of their students in order to identify the need for additional information and, finally, to try to identify sources of confusion, anguish, anxiety, and stress that might stand in the way of student receptiveness.

Plan for Appropriate Feedback

As the students get further and further involved in the learning process, it is in their interest to know what level of performance is expected of them. According to St-Pierre (1987), feedback is an element of primary importance in the learning process.

Abraham (1982) holds the same view. She reminds us that feedback is one of the most powerful determiners of achieving effectiveness in teaching. "It may very well be that one of the most powerful determiners of effective teaching is the proper use of information feedback" (p. 102). According to Abraham (1982), certain rules must be observed in order to reach the goal that is aimed at by feedback. Feedback must result in a positive self-image and not in any way diminish self-confidence. It must be immediate and positive whenever a student has executed a specific task or is working with factual information. It should be withheld whenever a student is already engaged in a complex thinking process, which will provide internal feedback that will come from the student. The use of questions is the most common feedback technique. These questions will be the topic of the last section.

Vary the Form of the Questions

Most of the questions relate to the first level of knowledge. The teacher's skill at asking questions does not develop intuitively. On the contrary, it requires considerable prior thought.

Basing themselves on Guilford's (1959) model for the structure of intelligence, Bedwell et al. (1984) propose the Gallagher and Aschner system. This system classifies questions according to four hierarchical levels: questions that call for cognitive memory, convergent questions, divergent questions, and evaluative questions.

Answers to cognitive questions rely on the student's memory of prerequisite information and previous knowledge. Answers to convergent questions explain facts and concepts, whereas answers to divergent questions are original and personal, taking the form of forecasts, hypotheses, inferences, and opinions. As for answers to evaluative questions, they provide the students' critical judgments and defend their opinions. Preparing questions at all levels gives the teacher a valuable and effective tool. In addition, the process requires that teachers be able to think clearly, sequence the questions logically, and dose out the questions at the proper frequency.

Bedwell et al. (1984) maintain that, in order to be effective, the questions must be planned in advance; the answer should not be a simple yes or no; the questions should not call for a chorus-type reply; and they should not be ambiguous, open to several interpretations. These authors also state that teachers should listen to their students' answers. They should give the students ample time to respond. They should allow themselves enough time to ask questions at different levels. Teachers should also keep in mind the varying levels of ability among their students, in order to avoid causing frustration.

The effectiveness of teachers and the degree of success attained are also a function of their perceptions of their profession, the love they have for their work, and the way they feel about their power vis-à-vis the students.

Van Dermoren (1987) states that we cannot control and use creatively our impulsions except to the extent that we are capable of recognizing their power by the use we make of them, by the awareness we have of them, and particularly by the way we apply them to our work activity (p. 34). According to Brophy et al. (1976), effective teachers are aware of all kinds of problems that they believe they are capable of solving. However, whenever they cannot solve the problem, they attribute the problem not only to external but frequently also to internal causes. Furthermore, the results of Brophy's research (1981) confirm the principles listed earlier and add the fact that effective teaching strives to maintain an environment that maximizes time spent on productive activities and minimizes time wasted on transitions and through disruptions. The principles of effectiveness explored in this article take us quite a distance away from the notion that teachers were born to teach and possess innate talents that guarantee they will succeed right from the start. The emerging breed of teachers must, throughout their careers, develop those attitudes and behaviors that will lead to success. M

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Standards of Practice: An Issue to Consider

Heidi Adair Forrester

Abstract

Recently standards of practice have become a relevant topic of discussion in the home economics profession. Registration in four provinces has again raised the issue. To begin the dialogue on this topic, it is helpful to examine the path taken by other professions in creating and adopting standards of practice. The purpose of this paper is to discuss the nature of standards and the role they have played in other professions in order to aid the discussion of standards or guidelines for practice in the home economics profession.

Résumé

Les normes de pratique sont récemment devenues un thème de discussion dans la profession de l'économie familiale. La reconnaissance officielle dans quatre provinces a relancé le problème. Pour ouvrir le dialogue sur ce sujet, il est bon de voir comment les autres professions s'y sont prises pour élaborer et adopter des normes de pratique. Dans cet article, on examinera la nature des normes et le rôle qu'elles jouent ailleurs, afin de favoriser l'étude de normes ou de directives pour notre profession.

In 1990, the Manitoba legislature passed the Professional Home Economists Act granting the profession the right to title (MAHE, 1990). According to the act, the provincial association may establish standards for the education and practice of professionals. Sections of the act mandate the profession to define the general and specialized areas of practice on the basis of education and experience, and for setting standards for continuing education for all members. Alberta, Ontario, New Brunswick, and Manitoba have already achieved registration. However, Manitoba is the only association to implement the provision for a continuing education program included in the acts. Manitoba has established a committee to develop standards of practice. A reply from the Canadian Home Economics Association to an inquiry from this committee stated that no other province had begun any research into the area of professional standards (Butcher, 1991). The purpose of this article is to examine the nature of standards and the role they have played in other professions in order to begin the dialogue in home economics about the role standards can play in increasing the status of our profession.

Standards in Home Economics

Standards have only recently become a concern in the profession. Home economists are increasingly working in nontraditional settings and as free lance practitioners (Watson, 1985). With little or no supervision, the potential for variation in practice is great.

Professional standards are difficult to develop and monitor (Gentzler, 1987). Professionals develop at different rates; some behaviors may be associated with a more fully developed professional person (Gentzler, 1987). Nonetheless, some minimal action must be expected of all members of the profession. Professional associations monitoring compliance to standards may be threatening to some members. In addition to such threats, concerns about the time and money involved in establishing and maintaining standards, and legal issues about enforcing standards combine to create divisiveness among members. However, leaving standards up to individuals really evades responsibility of the profession (Tremer, 1985).

Standards are "an explicit statement about what is worth knowing, how it should be learned and how it should be demonstrated." (Duttweiler, 1989). "Our conceptions of the desirable in home economics as a field serve as the

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Heidi Forrester, BHEc, BEd (University of Manitoba) is a teacher in the River East School Division, Winnipeg.

Authors Note: The author would like to thank Dr. Barbara Nelson of the University of Manitoba for her critique of this paper and her continued support of the author's academic endeavors.

standards by which we as home economists are influenced to choose professionally within the limits of alternatives we see open to us" (Brown, 1967 as cited in Arcus, 1980). Standards translate the mission of a profession into measurable and observable action statements. Aside from bridging the gap between who we say we are and what we do, standards help to ensure quality within an institution and promote professionalism among members (Miller, 1984). Standards also provide guidelines for educators of home economists in setting the curriculum and objectives of educational programs. Perhaps the most important factor is that the development of standards and their administration makes the home economics profession self-regulating. If a profession is not able to demonstrate its ability to monitor itself in a responsible manner, it runs the risk of being accountable to someone else (Chase, 1982).

Standards are normally developed by professional associations. The process is begun by a proposed model of desired proficiencies for members (Lamble, 1983; Chase, 1982). These proposals are then put to the membership to find areas of agreement. They must be reasonable and attainable if they are to be used by the profession, but not at such a low level that they have already been achieved by all (Chase, 1982). In the case of home economics, standards must be broad enough to apply to a variety of settings (CAOT, 1985). Once endorsed by the membership and published by the association, these standards provide the profession with a means of informing employers and consumers of the expectations for quality service (MARN, 1981).

A Path Well-Travelled

The path taken by other professions in developing standards of practice and their trials and experiences would be helpful in developing a framework suitable for home economics. Home economics is not the only profession that has needed to develop standards that cover a range of professional settings and to cope with the initial resistance of its members.

Other professions, such as nursing and social work, have achieved the goals of clearer purpose and increased status, by developing standards or guidelines for practice. Committees of these professional associations developed models or frameworks to encompass the activities of all of the occupations in which their membership were employed. After years of testing, rewriting, and criticism from members, they have reached consensus on what they believe it means to be a member of that profession.

The nursing profession in Manitoba, for example, has completed and implemented a set of standards for quality nursing care. These standards have been published (MARN, 1981) and communicate the expectations for professional conduct to members and non-members. Their standards are based on three aspects of nursing care: the structure, process, and outcome (MARN, 1981). The structure criteria refer to the essential supports that must be provided in settings where nursing occurs. Process criteria outline the specific nursing activities that are necessary to achieve the desired patient goals. The outcome criteria specify the goals of nursing care. The nursing profession assumes that individual standards are equal in value. The more standards that the nurse demonstrates, the higher the quality of nursing (MARN, 1981).

The MARN standards also address the concern raised by many that standards limit professional freedom (Gentzler, 1987; Tremer, 1985). The standards stated by MARN (1981) leave ample room for the professional to use his/her judgment. For example, a process criterion states that the nurse "delegates aspects of data collection and implementation of care to allied nursing personnel in line with their job description" (MARN, 1981). An outcome criterion states that "nursing interventions are selected to achieve expected physiological outcomes" (MARN, 1981). Such standards allow for professional freedom as well as protecting the health care agency, patient, and nurse from inappropriate, inadequate, or unethical action.

In contrast to the nursing profession, occupational therapists have chosen to develop guidelines rather than standards. However, these guidelines are strikingly similar to the standards developed by MARN. They have used the same model as nursing, conceptualizing three major areas of their practice — structure, process, and outcome (CAOT, 1985). They have also identified and developed general guidelines for each of seven stages of practice through which a client may move. The seven stages include: referral, assessment, program planning, intervention, discharge, follow-up, and program evaluation. Similar to the nurses, these guidelines are general in nature and allow for a great deal of freedom for the professional. These standards also provide for breadth to take account of the variety of occupational settings in which the therapist may be involved. For example, an assessment guideline is "the therapist should receive a referral from an authorized source in accordance with the policy of the service" (CAOT, 1985). This guideline is a suggestion for the action of the therapist depending on the policies of their workplace.

In recent years the social work profession has experienced many of the same concerns about their professional status as home economics. This professional organization felt they were losing ground and knowledge to other professions and felt the need to "restate the essential nature of social work." (NASW, 1981). In developing standards of practice, they provided a means to strengthen professional social work practice.

Social work adapted to its profession a methodology used to describe practice in the field of personnel management called the Factor Evaluation System (FES) (NASW, 1981). This model was used to conceptualize the knowledge, skills, abilities, and values that should be evident in a social worker, depending on their level of experience and education. The association then articulated a hierarchal structure of developmental levels of practice.

According to this model, each level of practice requires a specific educational base and includes identifiable social work practice factors, skills, and attitudes. As the level of practice increases, the level of knowledge, skills, abilities, and values that can be expected from the professional also increase. For example, for a Basic Professional, a Knowledge factor is "Basic and general knowledge of human behaviour, social systems and social institutions" (NASW, 1981, p. 25). An Advanced Professional level knowledge factor is "advanced and expert knowledge in practice, research and administration, planning or teaching" (NASW, 1981, p. 25).

The efforts of only these few professions illustrate approaches that might be applied to standards development in home economics. The experience of other professions also demonstrate the varied nature of standards and how they can be designed to be flexible to meet the needs of each profession. These professions have also shown how standards can be written in a non-threatening manner that allows for professional freedom.

Conclusion

Articulated standards for home economics may serve many functions. Among these are the direction they provide for the preparation of home economists and the promotion of professionalism among members. In turn, standards would help home economics professionals to communicate more effectively with other professionals in our work environment and with the general public. Other professions have begun and/or completed the task of developing standards. The legacy they leave is a path for home economists to consider as we begin to dialogue about the role standards can play in the home economics profession. Through reasoning and maximum involvement in the discussions hopefully we, as a body of home economics professionals, can reach some consensus about the appropriate practice of home economics (Vincenti, 1982). Developing standards will not answer all the issues that face the profession, but beginning the dialogue may clarify our vision of home economics and result in creative solutions to some concerns facing professional practice. Home economics must begin to discuss standards and expectations for practice. Professionals acting to develop their professional knowledge and expertise, will help us to achieve our mission, and to bridge the gap between who we say we are and what we do. M

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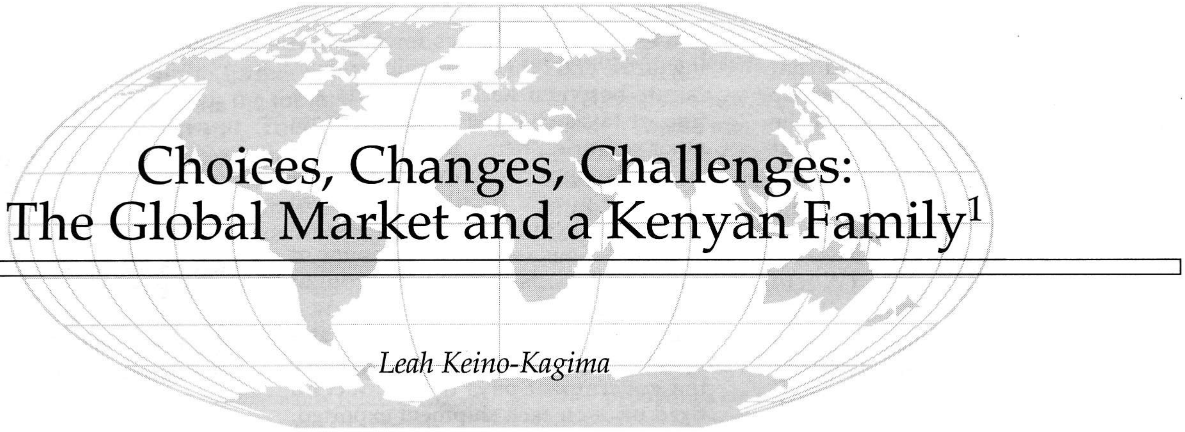

Choices, Changes, Challenges: The Global Market and a Kenyan Family[1]

Leah Keino-Kagima

Abstract

At a global level, trade practices impact on families of the world in different ways. This article attempts to identify the impact of some of the trade practices on Kenyan families. The first part of this article will provide a brief historical background and a current overview of trading practices in the world. The second part will focus on the effects of trade on the Kenyan economy. The story of a family, living in the rural area of Kenya, brings to light the effects of trade practices on choices and changes made by rural families. In conclusion, and in keeping with the mission of home economics — to improve the quality of life of individuals and families — issues of global concern are raised for the deliberation of home economists.

Résumé

Les pratiques commerciales, au niveau international, ont des répercussions différentes sur les familles du monde. Le présent article tente de déterminer l'incidence de certaines pratiques commerciales sur les familles du Kenya. Dans le premier volet, vous trouverez une brève genèse historique ainsi qu'un aperçu des pratiques commerciales actuelles dans le monde. Le deuxième volet met l'accent sur les répercussions du commerce sur l'économie du Kenya. L'histoire d'une famille, vivant dans une région rurale du pays, met en lumière les effets des pratiques commerciales sur les choix et les changements faits par ces familles. En conclusion et pour respecter le mandat de l'économie familiale, qui consiste à améliorer la qualité de vie des particuliers et des familles, nous soulevons des questions de préoccupation mondiale à l'intention des spécialistes en économie familiale.

Trade has always been a part of human existence. In the process of trading in spices, the early navigators claimed to have discovered new lands. Competition in this spice trade in Europe in the fourteenth century brought about rivalry among nations and led to colonization of the new lands. Most nations have since been aligned with their former colonizers in terms of trade, aid, and other forms of bilateral agreements.

Trade patterns in the world are now more sophisticated. No country is completely self-sufficient and most depend on trade with other countries to provide food, goods, and services that are in short supply or unavailable at home. This dependency on each other has been used at times as an attempt to end certain practices such as terrorism, war, and apartheid, by enforcing sanctions against those countries that fail to conform to certain expected norms. As the world becomes technologically more advanced, the development of new products increases (for example, computers) hence international trade continues to increase between developed and developing nations alike and the market place becomes global.

Third World Countries

Although the precise origin of the term 'Third World' is ambiguous, Torado (1981) pointed out that the term 'Less Developed Countries' (LDC) has become widely accepted and has been utilized by economically poor nations in their negotiations with economically rich nations regarding critical international controversies relating to trade, aid, arms, energy, natural resource depletion, environmental concerns, and world food supplies. The United Nations (UN) has listed 141 African, Asian, and Latin American countries as members of the Third World. They do this to distinguish them from the economically advanced capitalist 'First World' countries or the 'West', lately referred to as the 'Big Seven': Britain, Canada, France, Germany, Italy, Japan, and the United States of America; the 'Second World', (the former Soviet Bloc) sometimes referred to as the 'East', and the Newly Industrialized Nations — Singapore, Thailand, Taiwan (for example). However, in a more geographical view of the world, industrialized countries are referred to as the North and the less developed countries as the South.

Developing countries are characterized by an inequitable distribution of wealth between a small group of elite and the much larger proportion of a population that is poor. This inequity has resulted from the kind of government in the colonial era and from the nature of exploitation used during that period. Tienbergen (1976) notes that the inequity in the post-independent nations can be associated closely with the extent to which the new countries remain politically and economically tied to their previous ruler, and the conditions under which they gained independence. However, it is docu-

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Leah Keino-Kagima is a secondary home economics teacher at Moi High School, Kabarak, Nakuru, Kenya. She has been pursuing a masters degree in the Department of Home Economics Education at the University of British Columbia, Vancouver.

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[1] An earlier version of this paper was presented at the Canadian Home Economics Pre-Conference Workshop: The Global Market Place: Choices, Changes and Challenges. Saskatoon, Canada, July 11-12, 1992.

mented that in the period following independence, the newly independent third world nations discovered that political liberation did not necessarily bring economic liberation and that the two were inseparable: that without political independence, it was impossible to achieve economic independence; and without economic power, a nation's political independence was incomplete and insecure (World Hunger Project, 1985).

First, Second, or Third world; developed, developing, underdeveloped, and overdeveloped — such terminology highlights the discrepancies that exist between countries, mainly but not solely in terms of economic power. This author has chosen to use the word 'developing country' since it is most commonly used to describe her own country, Kenya. Over the years, Kenya, like other developing countries, borrowed money to develop. For a variety of reasons, such as the fall in world prices of major cash crops and the high rate of population growth that does not correlate with economic growth, Kenya has been unable to repay these loans. As a result, Kenya is burdened with a massive debt which continues to accumulate interest.

Global Market Practices

The 'global market place' is new terminology. The word "global" has been used in relation to events or practices that affect individuals worldwide, for example, global awareness, global warming, global education, global economy, and global village. In contrast, 'international' has been used more in relation to nations, countries, states, continents, and blocks. By using the term 'global market', it assumes treating the world as one as Smith (1990) points out:

> the term global implies wholeness or completeness as opposed to being isolated, separated or distanced. This means viewing the world as a single interrelated system, embracing the whole world rather than the parts, but recognizing that the wholeness is constituted by interdependent and interconnected parts. (p. 25)

The global market economy is based on open and expanding trade, exchange of money and technology, supplies of raw materials, and it is regulated by several international agreements such as the General Agreement on Tariffs and Trades (GATT) and the Bretton Woods Agreement (Byant, 1985).

These agreements define trade rules and establish procedures for negotiating tariffs and other economic arrangements between nations. Tariffs are import taxes charged on goods from other countries, hence making imported goods more costly than the locally available goods. In addition, global trade is also controlled by quotas and subsidies. Quotas limit the amount of goods and foods that can be brought into the country. Subsidies allow a country to export goods and food at a lower price than that at home, since the government pays the producer a fixed price on each shipment exported. This has the effect of lowering the price on the international market below what is being paid at home, thus, encouraging producers to sell their goods abroad. Subsidies give the producers a market advantage over other countries' exports.

Changes in Agricultural Practices in Kenya

Kenya's economy rests largely on the production and processing of agricultural and pastoral products. In 1986, an estimated 79% of the labor force were engaged in the agricultural sector (Republic of Kenya, 1987). Agricultural exports normally provide about 65% of the country's earnings of foreign exchange. The principal cash crops tea and coffee provide 45% of the total export earnings. Kenya also produces and exports horticultural products mainly flowers, fruits, and french beans (Republic of Kenya, 1987).

Maize, wheat, and rice, although not indigenous foods, are now grown for local consumption. Other foods that are of significant importance in Kenya include these agricultural products: millet, sorghum, cassava, and livestock (cows, goats, sheep, and chicken). These foods not only provide a better source of nourishment for the local people, but are used to perform certain rites and rituals in the traditional society.

Eighty percent of the Kenyan population derives its livelihood from agricultural practices (Republic of Kenya, 1989). Most of these people live on one-third of Kenya's arable land and practise subsistence farming. They raise crops and livestock primarily for household consumption, with the surplus going to support the urban dwellers. This form of farming is sometimes referred to as traditional agriculture because of the dependence on traditional farming practices handed down from many generations.

With a 3.9% population growth per annum, (UN Year Book, 1987), the size of the land available to families in Kenya, continues to be subdivided among family members. Although the land is already too small to produce enough food to feed the family (average family size is eight excluding the extended family), some is demarcated to produce cash crops for export. Cash cropping, which was not allowed for the natives in the colonial era, became an important source of hard currency in the post-independent era. Due to various factors that require use of money, most of the farmers have had to incorporate cash cropping alongside subsistence farming in order to earn hard currency that enables them to purchase goods and services necessary for survival in the modern economy. These goods and services range from those that are basic to life, such as medical care, school fees, clothing, shelter, water, and food to wants like TV and cars.

Women provide over half of the labor on these farms — planting, cultivating, harvesting, storage, processing, and marketing in the village markets. In addition, they perform household tasks like collecting water, firewood and preparing, cooking, and serving of food. Traditionally, children and men helped with farm work, but with the introduction of paid work in urban settings and schooling for the children, the women have assumed the tasks that were traditionally men's or children's; that is, care for the small children and the animals (goats, sheep, cows, donkeys, and others).

Specific agricultural practices vary from one ethnic group to another depending mainly on the climatic conditions prevalent in the regions. Recent research, namely the green revolution (modern intensive agriculture aimed at an increase in food production), has successfully developed crop varieties — mainly staple food crops — that are adaptable to particular climatic conditions. In the drier parts of Kenya, a variety of maize seed has been developed that is resistant to drought and associated diseases, and usually takes three months to reach maturity, whereas in the areas with adequate rainfall, the variety grown takes five months to mature. This green revolution has relaced traditional agriculture in that it favors monoculture or the farming of one specific crop at a time.

In traditional agriculture, mixed-cropping or inter-cropping is used to get maximum benefit from the land. With mixed cropping, several plant species are grown together in the same field. Individual crops are placed strategically to yield maximum products. It was common to find bananas planted with beans, potatoes, peas, pumpkins, and vegetables. These crops reach maturity at different times and thus provide a continuous source of food.

However, as a result of the small acreage available for food crops, the green revolution ensures high yields, hence more from a small area. The once cherished and nutritious traditional foods have now been relegated to the past as new and high yielding varieties (HYV) of maize and wheat are introduced. As the society becomes more dependent on some of these foods, for example wheat, the attachment to the traditional ties slowly weakens and the significance of the traditional foods loses a place in menus and rituals. Nutritionally, wheat and maize are deficient in protein and mineral salts, hence, not suitable for people whose diets are not varied. Deficiency disease associated with maize and wheat, notably Kwashiorkor, has claimed the lives of many children, not only in Kenya, but in many developing countries.

There is a significant decrease in maize import which implies that intensive agriculture and the use of the high yielding variety crops (HYV) has been successful. Desai (1991) notes that in Kenya, cultivation of HYV's accounts for 800,000 hectares of land. However, fostered by easier access to loans to grow wheat than to produce in other kinds of agriculture (maize, dairy, and horticulture for example), the dependence on wheat has continued to increase resulting in higher acreage being converted to wheat growing.

Monocropping of these cereals (maize and wheat) has been emphasized in areas in which legume crops were an important dietary staple and were traditionally inter-cropped with grain. Other crops such as cassava, sorghum, millet, yams, beans, and sweet potatoes considered minor in much of the developed world are of great importance to the developing world but have been ignored. Most of the research leading to intensive farming is carried out in the developed nations and imported into the developing world. This research usually focusses on the food crops in the developed nations such as wheat.

As a result of the colonial influence of using Western food as a social status symbol, the acceptance of traditional foods continues to decline as statistics in the last few years show a steady increase in the import of the less traditional foods (Republic of Kenya, 1989). The major food imports are wheat and sugar, an indication that more families are increasingly replacing the traditional foods with less nutritional foods made from these products e.g. *chapati*, bread, pastry, cakes, etc.

A change in attitude toward traditional foods as a better and more stable source of nourishment may be a step toward correcting the problems associated with deficiency diseases but the interest in doing so is yet to be developed. With an increase in cash cropping as a result of the green revolution, the changes and choices in as far as food in concerned, are limited to the economic ability of the family, availability of food, and the choice of food as a social status symbol.

Factors Contributing to Changes in Agricultural Production in Kenya

Some major trade practices and agricultural practices have been identified as contributing to changes in agricultural production in the developing countries like Kenya.

Subsidies

Whereas the developed countries encourage the use of subsidy as a form of trade, the African governments cannot afford to pay subsidies to their farmers. Unlike the first world countries which have an excess food supply, African countries can hardly feed themselves. In addition, Africa has suffered from recurrent disasters such as drought and civil wars. Also, the meagre foreign exchange earned by sale of cash crops is used to purchase arms, machinery, and food (eg. wheat and sugar). Subsidies in the developed countries encourage export of foods such as wheat to the developing nations. As long as the developed nations provide subsidies to their producers, the developing countries will always be the target market.

Structural Adjustment Programs

Structural adjustment programs are reforms on foreign aid to developing countries imposed on by International Monetary Fund (IMF) and the World Bank due to low productivity in these countries and the inability to pay off debt. In an effort to reverse this decline, increasing numbers of African countries have been forced to undertake changes in their economic policy often with external financial support (CIDA, 1988). These reforms have had a great effect in Kenya as the foreign donors have tied aid to political pluralism which in ideal situations is supposed to provide a better democratic rule. In a multi-ethnic society like Kenya, this has resulted in formation of political parties along ethnic lines. This has led to ethnic hostility and might take a while to end as that experienced in the horn of Africa — Ethiopia, Sudan, Uganda, and Somalia.

Under conditions where there is no peace, women and children suffer greatly. Disruptions in daily living practices, particularly of women, lead to no production of food to feed the families. In addition, Africa is forever suffering from natural disasters that make the situation even worse.

Green Revolution

The 'green revolution' refers to a hoped for transformation or modernization of agriculture in the developing countries. It has led to larger "factory" farms and monocropping in some countries including Kenya. The aim of the green revolution is to increase the availability of food, hence, eliminate hunger and poverty. Due to the high population growth, the ability to obtain enough food from the small pieces of land is of advantage to several families in Kenya.

However, the green revolution has problems that affect the availability of food for families. Byant et al. (1985) identify the loss of diversity in seed grains as new seeds replace a wide variety of older plants. They note the danger posed by new or old diseases or pests on an entire area planted with the same HYV seeds. They also point out that not much research has been done on the long-term resistance and adaptability of these new varieties to many diseases. One disadvantage are the effects on the environment due to the heavy dependence of HYV crops on chemical fertilizers, pesticides, and herbicides. To subsistence farmers, the cost of obtaining these chemicals and HYV seeds is high. And finally, although the green revolution enables higher yields per acre, it has allowed larger landholders to move to even more profitable cash crops such as tea, coffee, flowers, and french beans. This has the effect of raising the cost of the limited food supplies that are produced for the local economy, hence offering little choice for families.

A Rural Kenyan Family: The Case of My Family

My family lives on a 20 acre village farm, in the Kericho District. This land was inherited from our grandfather Kipng'eno who died in 1978. Since my father with the only son of the deceased, he inherited this land that was always his home. I can remember my grandmothers house: a little round hut close to our home. She lived alone in the day but two of my sisters always spent the night with her. She only cooked millet *ugali* (a cooked unleavened soft dough made of millet or other cereal flour) as she was very traditional and did not like white maizemeal. This, she served with *saget* (dark green vegetables), meat stew, and *mursik* (fermented milk mixed with fresh blood). In 1990, the land was subdivided into five parts of four acres each for each of my five brothers. My mother still lives on the land but on the part that belongs to Kibet, her last born.

My parents educated us with the proceeds from the farm, having farmed maize, dairy, and tea. With a good education, they always told us, we would not have to labor on the farm like themselves. Of the twelve, seven are engaged in paid work in the urban and semi-urban setting. Kipng'etuny, one of my brothers is now a full-time subsistence farmer on four acres of the family land which was recently demarcated to him. The other three are still in school.

My mother did most of the farming and cooking since we all went to school. I do not remember seeing my father doing any housework, but he simplified my mother's tasks by building a house with a steel roof that collected water into a tank in the rainy season. Therefore, she did not have to spend a lot of time fetching water. My father also planted many trees, so my mother did not go very far to collect firewood. My brothers have also used the trees to build their houses. Over the years, most of the trees have been cut, and the area that provided hiding places for us when we were children playing hid and seek is almost bare. Not a single tree has been planted to provide fuel and building materials for the future.

We lived on a nutritious mono diet since my mother always prepared brown *ugali* — for lunch and supper. The main ingredients were maize flour mixed with millet and sometimes sorghum flour. This meal was served with *mursik* (fermented milk, with no blood added due to the influence of Christianity), green vegetables, and meat stew. This formed our staple meal for days, weeks, and years. In the mornings, we drank tea with left over ugali (*mogoriet*) or fermented millet porridge. At Christmas time we were treated to other foods such as bread, rice and sometimes even queen cakes. My mother depended on foods from her farm and only during the dry season, did she buy vegetables from the market. As for grain and millet, we always had enough to last until the next harvest.

In my own family, like some of relatives living in the urban settings, I have a more varied menu. Although *ugali* forms the backbone of my menu, I serve rice, chapati, and spaghetti frequently. My children have learned to eat bread daily and sometimes cakes and french fries. Much as I would like to hold on to traditional foods, I find it convenient to use "Western" foods. I also have the resources necessary to purchase and prepare these foods. My family is small (only two children), and with paid wages we are able to afford these foods. In addition, due to my family's economic capability, we assume a different social class from my parents and certain foods (particularly, western food) are associated with social status.

Changes and Choices in My Family

In the last few years, the government has intensified its electrification program and my mother now has electricity in her house. As children, we did not have electricity in our home. As a family, we decided that she had had enough trouble with firewood and we decided to contribute, as her Christmas gift, an electric cooker. My mother was quite thrilled that she would not have to spend much time collecting firewood, but expressed concern that she did not have the right foods to cook. Modern equipment is associated with western living and western food. Unfortunately, although the cooker will reduce my mother's burden of using firewood, it is likely to influence her eating habits. She will probably prepare more rice, chapati, scones, etc.

The land size will continue to decrease as my brother will subdivide his four acres to the number of sons he has. To achieve high yields, in order to have enough to eat and sell, he is likely to intensify his farming by adopting the practices of the green revolution. He is also likely to demarcate more land to cash cropping as a source of income to pay for health care, school fees for his children, buy clothing, and other materials goods.

Since we are used to the western foods and prefer the option due to convenience and social status, we are likely to continue to buy these foods even if the costs are high. We will continue to create a demand in our country. And, our country will continue to import these foods from the global market and the Canadian Government, for example, will continue to subsidize its farmers in order to sell more to the global market.

Some questions arising from the changes in my family are:

- How will our health be affected by the changes in dietary patterns?
- What will be the result of intensification of farming and adopting the practices of the green revolution on our family land?
- Will our family continue to demand goods from the global marketplace? What will be the effect of this demand?

This story of my family shows the changes that rural families are facing in Kenya today. The issues of population growth, cash cropping versus food cropping, traditional foods versus western foods, deforestation, water, increasing urbanization, and relevant education are impacting on families in various ways.

Summary and Recommendations

The world trade agreements seem to offer greater choices to the western world than to the less developed countries. Subsidies in Canada, for example, enable the country to export foods like wheat to the global market and in turn import products that they do not produce locally, for example tea. Whereas wheat can be produced in abundance for home consumption and for export, the tea producing countries cannot feed their people on tea since it is not food. Hence, the needs of the developed world dictate the agricultural activities of the developing countries. As such, the global market place and the ability to choose and change is in the hands of the developed countries. We in Kenya, make our choices and changes depending on each families' economic ability. Eighty percent are likely to make their choices on the basis of survival and twenty percent on variety and social status.

As a result of these trading practices, the families in the developing countries develop a dependency on western foods channeled through the global market. As such, more land is allocated to the growing of cash crops that enable the purchase of these foods. Noteworthy of this practice is the decline in the nutritional status of the people, mostly children.

The issue of global choices and changes raise more questions than answers. How can we as home economists understand the issues of the global market economy? How can we help families understand the issues they face as consumers and producers to the global economy? Is it fair that:

- some privileges of certain people in the North are dependent on others in the South?
- the developing countries service external debt and starve their children?
- the developed world tie aid to structural reforms?
- the developed world funds mega projects that do not benefit the poor?
- the school curriculum is not based on the cultural and traditional values and use of indigenous materials?
- the workload of women is increased as a result of cash cropping?

In conclusion, it seems imperative that home economists locally and globally take time to consider: **what should be done about fostering responsible human action on a global basis?** ☐

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ANNOUNCEMENT

To help celebrate the International Year of the Family, the Canadian Home Economics Journal invites submissions to be considered for a special theme section planned for 1994 issues of the Journal.

Theme	Issue	Deadline
Families: The Canadian Experience	Winter 1994	September 15, 1993
Families: Roles and Realities	Spring 1994	December 15, 1993
Families: Around the Globe	Summer 1994	March 1, 1994
Families: From Past to Future	Fall 1994	June 15, 1994

Abstracts of Current Literature

Family and Consumer Studies

Social reputation and peer relationships in Chinese and Canadian children: A cross-cultural study.

Chen, X., Rubin, K.H., and Sun, Y. (1992)
Child Development, 63, (6) 1336-1344.

Despite current disputes concerning whether the quality of children's peer relationships leads directly or indirectly to later adaptation or maladaptation, it would be safe to suggest that children with peer acceptance difficulties may be "at risk" for negative developmental outcomes. It is important to note that most (if not all) studies concerning peer relationships have been carried out in western cultures.

To examine cultural differences, 480 children in Shanghai, the People's Republic of China and 296 children in southern Ontario, Canada comprised the sample. These children were administered the Revised Class Play and a sociometric nomination measure. Factor analyses were performed.

Consistent with the western literature extant, it was found that sociability leadership was positively correlated with peer acceptance and the aggression-disruption was positively correlated with peer rejection in both the Chinese and Canadian children. Shyness-sensitivity was significantly and negatively correlated with measures of peer acceptance in the Canadian sample. Inconsistent with western results, it was found that items describing shyness-sensitivity were separated from items assessing isolation in the factor structure for the Chinese sample. Shyness-sensitivity was positively associated with sociability-leadership and with peer acceptance in the Chinese sample.

It was suggested that future research investigate: 1) the processes that lead to the development and to the conceptual understanding of children's social behaviors in non-western cultures, and 2) the long-term predictive outcomes of sociability-leadership, aggression-disruption, and shyness-sensitivity in non-western cultures.

The influence of familial and peer-based reference groups on consumer decisions.

Childers, T.L., and Rao, A.R. (1992)
Journal of Consumer Research, 19, (2), 198-211.

The influence of peers on individuals' product and brand decisions for products that range in their degree of conspicuousness is examined for comparable samples in the United States and in Thailand. This study is a replication and extension of a study performed by Bearden and Etzel but this study emphasizes the intergenerational influences across the two cultures. The validity of the original framework of Bearden and Etzel is tested over time and cultural contexts.

The sample consisted of Thai and U.S. alumni of MBA programs of major Thai and U.S. universities. Subjects were randomly selected from the two alumni mailing lists, and the questionnaires were mailed. Given the commonality in educational backgrounds, it appeared that the two samples were comparable on dimensions other than cultural background.

The analyses performed on the data included repeated-measures multivariate analyses of variance (MANOVA), univariate analyses of variance (ANOVA), and between-cells means tests for peer-influence effects as well as logit analysis and between-cells proportions tests for intergenerational influence effects.

The results of the study support the original theoretical approach and provide insight into how reference-group influence may vary depending on whether the influence is exercised by a member of a peer group or by a family member.

The effects of gender, family satisfaction, and economic strain on psychological well-being.

Mills, R.J., Grasmick, H.G., Morgan, C.S., and Wenk, D. (1992)
Family Relations, 41,(4), 440-445.

This study examines gender as a conditional variable in the effects of family satisfaction and economic strain on psychological well-being among married people. Implications of this study are apparent for family life scholars, educators, and therapists.

Survey data to test the hypotheses were collected as part of the annual Oklahoma City Survey. Measures included psychological well-being, satisfaction with family life, economic strain, gender, and women's employment status. Bivariate correlations and regressions were performed.

As expected, family satisfaction is positively and significantly correlated with psychological well-being. Also consistent with predictions, economic strain is inversely and significantly correlated with psychological well-being. The survey analysis supports the hypothesis that the positive effect of family satisfaction is greater among women than among men. Contrary to predictions, the inverse effect of economic strain is the same for women, regardless of employment status, as for men.

Medical students' knowledge and misconceptions about aging: Responses to Palmore's facts on aging quizzes.

Duerson, M.C., Thomas, J.W., Chang, J., and Stevens, C.B. (1992)
The Gerontologist, 32, (2), 171-174.

The current aging of our society is the single most important demographic change likely to influence the future of health care. The literature provides evidence that the attitude of health care professionals toward the geriatric population affects the quality of care they receive. To ascertain the knowledge and misconceptions of third-year medical students toward the aged, a study was conducted using Palmore's Facts on Aging Quizzes I & II (FAQI and FAQII) and Facts on Aging Mental Health Quiz (FAMHQ).

The study population consisted of 108 University of Florida third-year medical students rotating through the Community Health and Family Medicine clerkship during 1989-1990.

A simple pretest/post-test design was used to establish baseline levels and to assess the impact of current training experiences on the study variables. A *t*-test comparison of the pretest and post-test difference in mean scores was conducted as well as a one-way ANOVA which compared pretest total score means.

From an analysis of the data in this study, it can be seen that: 1) the clerkship experience contributed to a small improvement in students' knowledge about elderly people; 2) male and female students are statistically the same in their knowledge and attitudes toward the aged; 3) scores on the FAQI are significantly higer than FAQII; 4) student scores evidenced more bias on FAQII than on FAQI; and 5) net bias scores decreased from pre-to post-test.

Results suggest that if medical educators wish to improve medical students' knowledge about the aged and sensitize them to the needs of the elderly, more direct interventions must be employed.

Supplementary listing of articles:

Some effects of schematic processing on consumer expectations and disconfirmation judgments. Stayman, D.M., Alden, D.L., and Smith, K.H. (1992). *Journal of Consumer Research, 19*(2), 240-255.

Marriage preparation: Factors associated with consumer satisfaction. Russell, M.N., and Lyster, R.F. (1992). *Family Relations, 41*(4), 446-451.

Knowledge development and scientific status in consumer-behavior research: A social exchange perspective. Zinkham, G.M., Roth, M.S., and Saxton, M.J. (1992). *The Journal of Consumer Affairs, 19*(2), 282-291.

Family caregiver satisfaction with medical care of their demented relatives. Haley, W.E., Clair, J.M., and Saulsberry, K. (1992). *The Gerontologist, 32*(2), 219-226.

Beyond beliefs: Parent and child behaviors and children's perceived academic competence. Wagner, B.M., and Phillips, D.A. (1992). *Child Development, 63* (6), 1380-1391.

Submitted by:
Lana D. Burnstad, MSc Student
University of Alberta
Edmonton, Alberta

Foods and Nutrition

Using customer survey data to develop marketing strategies in college/university foodservices.

Green, C.G. (1993)
Journal of College and University Foodservice, 1, 9-51.

The importance-performance analysis (IPA) technique was used to interpret university foodservice customer survey data. The standardized survey questionnaire consisted of 18 attributes each rated according to customers' perception of its importance and the foodservice operation performance of the attribute. A three-point Likert scale was used to determine the perceived importance of the attribute and a five-point scale was used to determine the performance of the attribute by the operation. The voluntary survey yielded 628 responses. Mean scores were calculated for each of four campus foodservice operations of the University of North Carolina, Greensboro and then a grean mean was determined. For each of the 18 attributes, the mean rating of importance was plotted versus the mean rating of performance (y-axis and x-axis, respectively). Horizontal and vertical axes were positioned over this scatter-plot, dividing it into four quadrants labelled on the basis of the relationship between importance and performance. The upper left quadrant was labelled "Focus here", the upper right — "Doing great, keep it up", the lower left — "Low priority" and the lower right — "Overdone".

In the foodservice operations surveyed in this study, areas on which to focus included availability of foods, taste of food, food eye appeal, hot foods served at proper temperature, speed of service, courtesy of employees, overall dining experience, overall rating of lunch, and overall rating of dinner. These were areas perceived to be important to customers where the foodservice operations were not meeting these expectations. Areas where customer expectations were being met included cold foods served at proper temperatures, cleanliness, hours of service, and overall rating of breakfast.

The IPA technique will be a useful tool for administrators/managers to assess strengths and weaknesses in a foodservice operation and to plan a marketing strategy specific to that operation and its customers.

The influence of crude oil and dispersant on the sensory characteristics of steelhead (Oncorhynchus mykiss) in marine waters.

Martinsen, C., Lauby, B., Nevissi, A., and Brannon, E. (1992)
Journal of Aquatic Food Product Technology, 1, 37-51.

To evaluate the influence an oil spill might have on quality of exposed fish, flavor, and odor of steelhead trout exposed to crude oil (CO) and crude oil plus dispersant (COD) were determined by a trained taste panel. Steelhead trout were randomly selected from a hatchery stock and divided into three groups of 18 fish each. Each group was placed in a fibreglass tank holding 1635 L salt water. One tank served as a control. Another received 1148 mL of Prudhoe Bay crude oil and the last tank received 172 mL crude oil plus 17.2 mL of the dispersant Corexit 9527. A wire mesh was placed 7 cm below the water surface to prevent fish from swimming in the oil. Six fish were removed from each tank after 1, 4, and 12 hours exposure. Water samples were collected at 0, 1, 4, and 12 hours and were analyzed for low-molecular-weight hydrocarbons. Raw and cooked fish flesh samples were tested for total water soluble hydrocarbon concentration. Sensory evaluation of cooked flesh was randomized such that each treatment was given a random code and was presented in random order for each of six replications. Samples were sniffed and the odor and off-odor characteristics noted. The sample was then chewed to assess flavor and off-flavor.

Water analysis showed decreasing total hydrocarbon concentrations with time. The total hydrocarbon concentration in both CO and COD fish generally increased with time. After 1 hour all fish samples showed characteristic trout odor. By 4 hours exposure, COD fish showed a significant decrease in odor intensity and an off-odor that increased with exposure. Flavor of CO fish scored significantly lower than control fish after 4 and 12 hours, while this held true for all COD fish. Pronounced off-flavor occurred in CO fish after 12 hours exposure and in all COD fish samples. As hydrocarbon concentration increased in fish flesh, the less it tasted like steelhead. Short-term exposure to oil did not seem to influence fish flavor, while short-term exposure to crude oil plus dispersant resulted in immediate sensory changes.

The authors acknowledged that the concentrations used in this study represent the initial level that fish might encounter in a spill situation. However, in cases where oil spills overlap the migratory path, where oil moves over fish concentrating before entering their spawning stream, or where fish are confined, these exposure levels and times might be representative. The authors concluded that crude oil plus dispersant exposure and the resulting flavor of salmonids has significant economic implications to the sport and commercial fishery of the Pacific Coast of North America.

Growth of breast-fed and formula-fed infants from 0 to 18 months: The DARLING Study.

Dewey, K.G., Heinig, M.J., Nimmsen, L.A., Peerson, J.M., and Lonnerdal, B. (1992)
Pediatrics, 89, 1035-1041.

Growth measurements were taken monthly from birth to 18 months in a matched cohort of breastfed (n=46) and formula-fed (n=41) infants as part of the Davis Area Research on Lactation, Infant Nutrition, and Growth (DARLING) Study. Measures included weight, length, and head circumference. Solid foods were not introduced before 4 months of age in either group. Between 6 and 18 months mean weight of breastfed infants was significantly lower than for formula-fed infants. Weight of formula-fed infants closely followed the National Center for Health Statistics (NCHS) median values throughout the study. Between group differences were not significant for length or head circumference throughout the study. Infant weight-for-length *z* scores were lower in the breastfed group than in the formula-fed group. This implies that breastfed infants were leaner than formula-fed infants. Cumulative weight gain from birth to 12 months between breastfed and formula-fed infants was 0.65 kg.

The study results indicated that growth patterns of breastfed infants differ not only from those of formula-fed infants but also from the currently accepted reference standard (NCHS) growth curves. Due to the slower growth velocity of breastfed infants, when their growth data is plotted on the current growth charts it may be interpreted as "growth faltering". This could result in perceived breastmilk insufficiency and early cessation of breastfeeding. The authors state that it is apparent that new growth curves based on breastfed infants would be valuable for health care professionals and infant caregivers. They remind those counselling parents of infants that differences exist in growth patterns of breastfed and formula-fed infants which are not associated with any detrimental morbidity or behavioral development.

Cholesterol-lowering effects of psyllium-enriched cereal as an adjunct to a prudent diet in the treatment of mild to moderate hypercholesterolemia.

Anderson, J.W., Riddell-Mason, S., Gustafson, N.J., Smith, S.F., and Mackey, M. (1992)
American Journal of Clinical Nutrition, 56, 93-98.

To examine the hypocholesterolaemic effects of a ready-to-eat psyllium flake cereal compared with a wheat bran flake cereal, 44 hyhpercholesterolaemic adults ranging in age from 25 to 70 years, participated for 7 weeks in a double-blind parallel study. After a 1-week baseline period with consumption of a usual diet, subjects for 6 weeks were randomly assigned to receive either 114 g psyllium (n=21) or wheat bran (n=23) cereal as part of an American Heart Association Step I diet. Wheat bran cereal provided 20 g dietary fibre daily while the psyllium cereal provided 24 g dietary fibre and 12 g soluble fibre daily. Nutrient intakes of the two groups did not differ significantly except for soluble fibre.

Total serum cholesterol was significantly reduced by 8.4% from baseline levels at week 6 in the psyllium group. Mean total cholesterol concentration was unchanged in the wheat bran group. The psyllium groups also experienced a reduction of 12.9% in the mean LDL-cholesterol levels and a 9.5% decrease in apolipoprotein B levels. The wheat bran group did not experience any significant changes to these parameters during the study. Fasting serum triglycerides and HDL-cholesterol concentrations did not vary significantly in either group throughout the study. This study suggests that addition of water soluble fibre in the form of a psyllium flake cereal can be a positive adjunct to a low-fat diet when treating hypercholesterolaemia.

How women's adopted low-fat diets affect their husbands.

Shattuck, A.L., White, E., and Kristal, A.R. (1992)
American Journal of Public Health, 82, 1244-1250.

The effects of a low-fat dietary intervention on husbands of women participating in the Women's Health Trial (WHT) were examined. Women were randomly assigned to either a control or a dietary group. The intervention subjects were counselled to reduce total fat intake to 20% of energy intake and encouraged to cook low-fat meals for their families. A randomly selected subset of women participated in the follow-up study some 12 months after the WHT. From this subset, 304 husbands participated in the present study. Data were collected using mailed, self-administered questionnaires including a 100-item semi-quantitative food frequency questionnaire. A health questionnaire yielded a knowledge score, an attitude score, and a summary score representing positive changes in eating patterns of the husbands.

Dietary fat intake was 32.9% for intervention husbands and 36.9% for control husbands. Significantly more of the intervention group reported eating less of the high fat foods listed on the questionnaire. The summary dietary change score differed significantly between intervention and control group husbands. This indicated intervention husbands made more positive dietary changes than did control group husbands. Knowledge did not seem to have an effect on overall fat intake. The number of meals that a husband and wife shared each week had a significant effect on the husband's fat intake. As well, a husband's fat intake was associated positively with his wife's percentage of energy from fat.

The authors concluded that an intensive dietary intervention for one family member may have significant health benefits for other family members at no extra cost to the intervention programme.

Supplementary listing of articles:

Effects of packaging, equipment, and storage time on energy used for reheating beef stew. Cremer, M.L., and Pizzimenti, K.J. (1992). *Journal of the American Dietetic Association, 92,* 954-958.

Contemporary ergogenic aids used by strength/power athletes. Rosenbloom, C., Millard-Stafford, M., and Lathrop, J. (1992). *Journal of the American Dietetic Association,* 92, 1264-1266.

The use of whole cow's milk in infancy. Committee on Nutrition, American Academy of Pediatrics. (1992). *Pediatrics,* 89, 1105-1109.

The effect of ethanol on fat storage in healthy subjects. Suter, P.M., Schutz, Y., and Jequier, E. (1992). *New England Journal of Medicine,* 326, 983-987.

Lipoprotein-containing apolipoprotein A-I: Sex related quantitative and qualitative changes in this lipoprotein subspecies after ingestion of fat. Ohata, T., Ikeda, Y., Nakamura, R., and Matsuda, I. (1992). *American Journal of Clinical Nutrition, 56,* 404-409.

Nurses' knowledge of breastfeeding in a clinical setting. Lewinski, C.A.. (1992). *Journal of Human Lactation,* 8, 143-148.

Submitted by:
Laurie A. Wadsworth, MSc
Public Health Nutritionist
Swift Current, Saskatchewan

Textiles and Clothing

Factors that affect undesirable garment drape.

Moore, C.L. (1992)
Journal of Home Economics, 84(3), 31-34.

This article defines some of the factors which affect how a fabric garment hangs around the body. Discussion of limited research in this area is reviewed with a special focus on twill-weave and jersey-knit fabrics.

A problem with the drape can occur on an assymmetrical body shape, which will distort the grain line of the fabric. Patterns can be adjusted for the person to align the grains correctly.

Other factors can occur during the production process. Careless placement of pattern pieces and/or pieces titled in order to maximize the efficiency of the marker can throw off the grain lines, therefore affecting the drape. Furthermore, during construction an uneven feed of one layer, or unbalanced seams not cut on the same grain which are handled improperly can cause a twisting of the seam, leading to an undesirable drape.

The undesirable effect can further be augmented by the amount of bow and skew present in the fabric. A number of research projects examining this problem is reviewed.

The author concludes that greater research is necessary, as well as cooperation with the manufacturers in regards to acceptable levels.

Menace to microbes.

Mann, J.A. (1992)
Textile Asia, 23(9),70-72.

From a paper presented to the Techtextil Symposium 1992, a unique product is reviewed. *Biokryl* exhibits antimicrobial features not achieved by any other fibre presently known. The structure allows the antimicrobial agent to diffuse continuously to the fibre's surface, and it is effective on a broad range of fungi and bacteria.

Tables aid in the presentation of the technical research results. Briefly, items containing *Biokryl* were found to be effective for the normal life of the end-use item.

There were no carcinogenic effects on mice after 18 months, and no dermal absorption or skin irritations. Therefore, the product is considered safe for humans, as well as the environment.

Microban B is the active ingredient and due to its insolubility in water, it is effective for a longer period of time. The fibre can be used in a variety of forms and is effective in small amounts (as little as 3-5%).

Further research is continuing with an eye on medical applications. However, the excitement about this fibre appears to be warranted as the applications appear to be numerous and very promising.

Natural shield to hand.

Abdullah, A.B.M. (1992)
Textile Asia, 23(9), 72-74.

The author presents a yet unexplored property of jute in this technical paper. With the depletion of the ozone layer, protection from harmful UV radiation is being actively sought. However, an inherent property of jute can absorb these harmful rays.

One of the components of jute is lignin. Some uncertainty of its molecular structure exists, however, the most commonly adopted one is presented. Lignin absorbs light very well, with an absorption peak at 280 nm and a tail extending over 400 nm.

The interaction pathway of the fibre property and UV radiation is presented. Some discussion follows as to possible end uses of jute where this property would be useful.

A dynamic method for measuring formaldehyde release from durable press fabrics.

Collier, B.J., Chen, Y., and Collier, J.R. (1992)
Textile Chemist and Colorist, 24(10), 26-29.

Many adverse health affects occur from formaldehyde, an agent used in durable press finishes, which is released in the presence of heat and moisture. Two methods are currently in favor, however, this paper presents a dynamic test method to measure the amount of formaldehyde released under different conditions of temperature and relative humidity.

A schematic drawing of the apparatus is given. A cotton fabric was treated with one of two commercial finishes: urea formaldehyde (UF) and dimethyloldihydroxyethyleneurea (DMDHEU). The treated fabrics were exposed to two temperatures (25°C and 55°C) and two relative humidities (65%

and 85%). A control fabric was measured according to AATCC Method 112-1984.

Results were opposite to the expected; the fabrics released more formaldehyde at lower temperatures in a constant humidity. In regards to humidity, DMDHBU has better stability than UF and releases less formaldehyde. For both fabrics greater release occurred during the first 30 minutes of exposure.

Further research is suggested in regard to the examination of absolute humidity in relation to the saturation humidity at a given temperature.

Supplementary listing of articles:

The effect of water hardness on washing performance of built and unbuilt surfactants. Umber, J.J., Brown, D.M., Cameron, B.A., Meyer, S.S., Powell, J.A., and Sisco, B.R. (1992). *Journal of Consumer Studies and Home Economics, 16,* 151-159.

Moisture buffering behavior of hygroscopic fabric during wear. Li. Y., Holcombe, B.V., and Apcar, F. (1992). *Textile Research Journal, 62,* 619-627.

The use of reperatory grid techniques in the evaluation of fabric handle. Byrne, M.S., and Bennett, T. (1992). *Journal of Consumer Studies and Home Economics, 16,* 160-165.

Effects of grafting with acrylic acid on removal of oily soil from polyester fabric. Kawase, T., Uchit, M., Fujii, T., and Minagawa, M. (1992). *Textile Research Journal, 62,* 663-668.

Submitted by:
Kate Swallow
Masters Student
Clothing and Textiles Department
University of Manitoba

Call for Papers 1993-94

The *Canadian Home Economics Journal* invites articles from home economists and others who share their interest in promoting the well-being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interst.

Submission deadlines:

Fall	June 15, 1993
Winter	September 15, 1993
Spring	December 15, 1993
Summer	March 1, 1993

Demande d'articles 1993-94

La *Revue canadienne dEconomie familiale* sollicite des articles soit par des spécialistes en Economie familiale soit par toute personne intéressée à promouvoir le bien-être des personnes et des familles. Les articles peuvent traiter d'aspects sociaux ou d'information dans les divers champs ou domaine de l'Économie familiale..

Dates limites d'envoi des manuscrits:

Automne	15 juin 1993
Hiver	15 septembre 1993
Printemps	15 décembre 1993
Été	1er mars1994

New Developments

Compiled by Brenda White

... In Resources

Energuide Directory/Répertoire Energuide

The Energuide Directory, published annually by the Energuide Program, contains electricity-use ratings for all new refrigerators, freezers, ranges, dishwashers, clothes washers, and clothes dryers available in Canada. This is a free publication, available in English and French, in July of each year.

To obtain: Write to Energy Publications, c/o Canada Communication Group, Ottawa, Ontario, K1A 0S9.

Youth Volunteer Program/L'action bénévole et les jeunes

This classroom guide and video are meant to help young people, the fastest growing volunteer resource in Canada, channel their energies into volunteer activities that will advance their personal and professional development. The classroom guide contains fact sheets, classroom exercises, worksheets, and sample promotional materials and can be used alone or with the 6-minute video that answers the most common questions asked by students considering volunteer work. The classroom guide is a bilingual publication that costs $15.00 (including GST). The video, in English only, also costs $15.00 (including GST).

For more information: Contact Volunteer Center of Metropolitan Toronto, 344 Bloor Street West, Suite 207, Toronto, Ontario, M5S 3A7.

Resources on Families

Developing Healthy Families is a 20-page resource list of books and videos on how healthy families can be developed and supported.

Strategies for Working with Families is a 28-page collection of strategies plus some assessment questionnaires developed by the Working with Families Institute.

Both are available for duplication and mail costs (about $5.00 per copy).

For more information: Contact Working with Families Institute, Department of Medicine and Community Medicine, 444 Yonge Street, Second Floor, Toronto, Ontario, M5B 2H4.

The New Face of Poverty: Income Security Needs of Canadian Families/Les nouveaux visages de la pauvreté: la sécurité du revenu des familles canadiennes.

This publication, produced by the Economic Council of Canada is free and available in both English and French.

To obtain: Contact Canada Communication Group, Ottawa, Ontario, K1A 0S9.

Canada's Food Guide to Healthy Eating

Canada's Food Guide to Healthy Eating is a tearsheet for consumers that provides a pattern for establishing healthy eating habits through the daily selection of foods.

Using the Food Guide is an 11-page booklet for consumers that explains the basic concepts of the tearsheet more fully. It contains a pull-out section of Canada's Food Guide to Healthy Eating tearsheet.

Food Guide Facts: Background for Educators and Communicators is a series of 11 fact sheets that provides background information for nutrition professionals, health educators, home economists, and others involved in promoting healthy eating. Available in English and French, these three publications are free of charge.

To obtain: Contact your provincial or local health departments or write to Publications, Health and Welfare Canada, Ottawa, Ontario, K1A 0K9.

Availability Guide for Produce

What's Available and When is a listing of about 150 different fresh vegetables and fruits and their availability at various times of the year. Also included in this guide are three fact sheets listing and describing specialty vegetables, specialty greens, and specialty fruits, "Mainstream" fruits and vegetables grown in Canada are highlighted. Copies are available at no charge.

To obtain: Write to Fresh for Flavour Foundation, 310-1101 Prince of Wales Drive, Ottawa, Ontario, K2C 3W7.

InformACTION

This is the name of a kit of ready-to-use articles on healthy active living. There are 47 articles and over 70 illustrations on eight topics — active living, healthy environments, nutrition, prevention, taking care, healthy aging, safety, and current issues. It is all packaged, in camera-ready art and computer disk form (PCs and Macintosh) within an easy-to-read manual.

Separate packages are available in English and French. The kit costs $395+GST+$10 shipping (less for additional copies).

To obtain: Contact ParticipAction, Box 64, 40 Dundas Street West, Suite 220, Toronto, Ontario, M5G 2C2.

Higher Education in Canada/L'Enseignement Supérieur au Canada

This anthology represents the first effort of its kind to describe the Canadian post-secondary system in its entirety, bringing together the two major realms of the community colleges and the universities. This 105-page report is the result of the joint undertaking between the Department of the Secretary of State of Canada and the Association of

Canadian Studies. It is available in English and French at no charge.

To obtain: Write to Department of the Secretary of State of Canada, Ottawa, Ontario, K1A 0M5.

Building Healthy Public Policy

Building Healthy Public Policy: The Healthy Communities Movement as an Entry Point is a 25-page, English only paper. Beginning with an overview of the current status of healthy public policy, the paper focusses on the burgeoning Healthy Cities/Communities movement and examines the potential for harnessing this movement to create an infrastructure to promote health through public policy. The cost is $6.50 (including shipping and handling).

To obtain: Contact Social Planning and Research Council, 106-2182 West 12th Avenue, Vancouver, BC, V6K 2N4.

Canadian Cancer Statistics

The main purpose of this 63-page publication is to provide health professionals and others who have an interest in cancer, with an overview of the current incidence of, and mortality from the more common types of cancer. This publication is available free of charge.

To obtain: Write to Canadian Cancer Statistics, Canadian Cancer Society, 10 Alcorn Avenue, Suite 200, Toronto, Ontario, M4V 3B1.

Census Results Teacher's Kit

A sequel to the pre-census teacher's kit, this new kit contains adaptable, in-depth teacher-ready activities designed to inform students about the latest information on Canada and its people. Teachers on the mailing list will get activities sent to them on an ongoing basis. Activities are for various grade levels, from primary grades to secondary grades. Activities are particularly suited for mathematics, geography, English, and social science subjects. Single kits are available at no charge in English or French.

To obtain: Contact Statistics Canada, 10th Floor, Section C, R.H. Coats Building, Tunney's Pasture, Ottawa, Ontario, K1A 0T6.

Canada's Charitable Economy: Its Role and Contribution

This publication is intended to increase understanding among Canadians of the importance of the charitable section to the economy. Its cost is $14.50 (includes postage, handling, and GST) and it is available in English only.

To order: Contact Canadian Foundation for Economic Education, 2 St. Clair Avenue West, Suite 501, Toronto, Ontario, M4V 1L5.

The Board — A Winning Team

This English-only publication outlines a board training workshop in an easy-to-read format. Copies are $10.95 each (less for 10 or more copies).

For more information: Contact Big Bay Publishing Inc., 821-28th Street East, Owen Sound, Ontario, N4K 6P3.

Brighter Futures/Grandir ensemble

Brighter Futures is the name of a federal government initiative aimed at achieving a better tomorrow for Canada's children. This free booklet of the same name outlines the initiatives to be taken over a 5-year period. It is available in English or French.

To obtain: Write to Communications Branch, Health and Welfare Canada, Ottawa, Ontario, K1A 0K9.

A Shared Concern

A Shared Concern is the first attempt ever to summarize what is being done in Canada to help seniors deal with elder abuse. This report has 3 objectives — to present a "snapshot" of what is currently being done to prevent and to deal with elder abuse, to identify programs and services to help seniors, and to foster networking and new initiatives in the area of elder abuse. This publication is free.

To obtain: Write to Seniors Secretariat, Health and Welfare Canada, Ottawa, Ontario, K1A 0K9.

Stress Tests

The Family Juggling Test, The Family Stress Test, and *The New Parent Stress Test* are three free publications, available, while supplies last.

To obtain: Contact IOF Foresters Family Stress Program, 789 Don Mills Road, Don Mills, Ontario, M3C 1T9.

Iron, Essential for Good Health

This four-fold brochure provides information on iron's role in good health, food sources and types of iron, and inhibitors/enhancers of iron. It also gives tips on how to select foods and maximize iron intake and absorption. This brochure is free (maximum order is 100).

To obtain: Contact Beef Information Centre, 422-590 Keele Street, Toronto, Ontario, M6N 3E3.

... In Products

Measure Sweetness with Magnets

You can thump a melon or squeeze a grape to guess how ripe it is, but you never know until you take a bite how sweet it is. Until now, that is! A device that uses magnetic resonance imaging to detect sugar molecules in fruit can help supermarkets know which produce they could store and which should be sold immediately.

Source: Purdue University, News Service, 1132 Engineering Administration Building, West Lafayette, Indiana, 47907-1132.

Microwave Clothes Dryers

Microwave technology for residential clothes drying applications moved a step closer to reality when prototypes passed stringent tests. Upon completion of independent laboratory tests, the microwave units were found to dry most laundry loads successfully with shortened drying times and lower temperatures, thereby adding longevity to the life of the fabrics. Moreover, it was found that no static electricity is created, wrinkles are virtually eliminated, and no cool-down cycle is necessary.

Source: *American Drycleaner*, September 1992.

Take Care of Loose Wooden Joints

A wooden joint has become loose and you have not had the time or resources to fix it. The outdoor patio furniture makes you nervous whenever a guest sits down. Or maybe the broom handle is loose. *UHU Woodtite Wood Sweller* may be the answer. With just one application of *Woodtite*, loose wooden joints become solid and permanently tight, with no dismantling required. Your repairs will be invisible because *Woodtite* dries clear. Non-toxic and non-staining, it is also safe to use indoors. It works on swelling wood to wood, wood to plastic, wood to metal, or wood to virtually any hard surface.

Source: *Creative Homestyles, Volume 7,* Winter 1992/93.

... In Ideas

Caring Communities

Caring Communities is a 3-year project with $600,000 from Health and Welfare Canada aimed at exploring community-based prevention strategies for child sexual abuse.

Phase 1 began in April 1992 when letters were sent out to more than 1300 individuals, organizations, and associations asking their help in identifying "successful" community-based initiatives. Fifteen or more communities will be selected as models of successful community development approaches. Care will be taken to ensure the communities chosen are of different sizes, locations, and cultural makeups.

Phase 2, set for the spring of 1993, will see the strategies and materials gathered pilot tested in five different communities.

Phase 3 is the development and distribution of a resource kit. The kit will provide a cross-section of tested materials to other communities interested in taking up the issue of child sexual abuse prevention. Phase 3 will take place in the winter of 1994.

For more information, contact Project Manager, Caring Communities, 55 Parkdale Avenue, Ottawa, Ontario, K1Y 1E5.

Source: *Health Promotion,* Health and Welfare Canada, Vol. 31, No. 2, 1992.

Certification for Organic Food is Coming!

Mid-1993 is when national standards regarding what constitutes an organic crop should be released. Agriculture Canada is working with provincial and regional organic grower associations on this project.

The goal is to create a network of certified grower associations that will explain to producers the minimum national standards they must meet to qualify as organic growers. Those who meet the standards will be certified and permitted to use a new "Canada Organic" label. An uncertified producer will not be able to use the label and legally will not be able to sell organic foods.

Part of the package too is to have associations designate and train dozens of inspectors to police farmers and ensure they meet organic production standards.

Source: *Country Guide,* September 1992.

New Energuide Labelling

The Energuide Equipment Labelling program is being revised to provide the consumer with more information about the energy use of appliances. The new Energuide label shows the annual energy use in kilowatt hours rather than its monthly energy use. Included is a scale that shows how this one appliance's energy use compares to others in the same category. The program will be expanded to include more appliances.

Source: *Inter Connect,* City of Calgary Electric System, Vol. 5, No. 2, November/December 1992.

Textiles, Apparel and Free Trade

The free trade agreement contains new, tighter rules of origin requiring greater sourcing in North America. For apparel, the new rules require that yarns and fabrics in a garment be made in North America to qualify under the Agreement. For textile fabrics, the rules are largely unchanged. For yarns, the fibres must originate in North America. These new rules have been offset by increased "tariff rate quotas" which provide preferential access for Canadian producers to the U.S. market. The quota for non-wool apparel has been doubled; for wool apparel, the quota will increase steadily for five years; the quota for fabrics has now been made permanent and nearly tripled; and a new quota has been set for yarns at four times the 1991 export levels. Unlike in the FTA, most quotas are to be increased by 2% per year for five years, with possible further upward adjustment in the future. Canada's tariffs on Mexican textiles and apparel will be phased out over a long term (10 years for apparel; 8 years for textiles). The FTA duty drawback rights have been improved and extended, reducing input costs for Canadian manufacturers.

The Best Way to Leave Money to Charity

If you care enough to give, care enough to explore charitable giving or planned giving.

The concept is simple. Purchase a life insurance policy and designate your charity as the owner and beneficiary. Premium payments are made to the life insurance company, while the charity issues a tax receipt (payments into the plan are treated as charitable contributions for tax purposes, resulting in a tax credit on your personal tax return). The policy is issued to the charity, where it is a solid asset.

The benefits are great. Modest payments keep the life insurance policy in force, and there are no extra expenses, as there would be if you set up a trust fund for the charity. The charity can include the benefits of your gift in their long-range plans, ensuring an orderly and stable future. At the same time, the charity can start important projects during your lifetime because of the guarantee of future insurance proceeds, and because they can derive tax-free income from the policy while you are alive.

Source: *Your Financial Security,* London Life, Spring 1992.

How to Write A Better Memo

Prevent misunderstandings, unaccomplished tasks, and overflowing garbage cans — write a better memo:

- Avoid empty phrases. Say "because" instead of "in view of the fact".
- Put the most important information (whether good or bad) at the beginning.
- Tell the reader what to do. Please call me on Friday", leaves no doubt; "Get back to me as soon as possible" does.
- Use short sentences.
- Keep it to no longer than one page if at all possible.
- Read your memo out loud — it will identify whether or

not the copy sounds dull or stiff and it will help you cut out all unnecessary words that slow down the reader.

Source: *Drake Personnel Tips, Volunme 1,* No. 2, Fall 1992.

... In Trends

The Cash-Free Society

Imagine a society in which cash no longer exists — no more bank robberies, convenience store holdups, or purse snatchings.

The emergence of electronic funds-transfer technology makes it possible to eliminate cash. A national electronic money system would operate as a debit card system. Each individual's "money" would be held in his or her money account. A transaction would effect an instant transfer of "money" from the account to that of another account holder.

The main differences between a national electronic money system and commercial bank card systems would be:

- The money system would be federally operated.
- Payment would constitute "legal tender".
- System account holders would be able to receive as well as pay out funds by use of their accounts.
- Funds would be transferable between private account holders as well as between merchants and private account holders.

Only cash would be obsolete. Cheques, drafts, money orders, and other financial instruments would remain. Credit card and automatic teller machine systems would not necessarily change, although you could not obtain cash at the bank machines.

Every transaction would require a terminal, one of those plastic covered devices on sales counters through which sales clerks "swipe" our credit cards. Privately owned terminals would be small enough to fit in a pocket or purse.

The technical feasibility of a cash free society exists — but many other issues need to be worked out first before we throw away the cash!

Source: *The Futurist, Volume* 26, No. 6, November/December 1992.

A New Measure of Poverty for Canada

Canada's "official" measure of poverty, Statistics Canada's Low Income Cut-Offs has been around since 1973 and it may be going through some changes in the future. The existing measure is a complicated one, based on that level of income where a household spends more than 56.2 percent of its gross income on food, clothing, and shelter. Beyond that point, a household is deemed to suffer economic hardship because there is inadequate income to provide for the other necessities of life.

A proposed new Low Income Measure (LIM) would be based on median family income, adjusted for family size and composition. A family with a gross income less than one half of the adjusted median would be considered "low income". After the low income line for one person is established, the lines increase by 40 percent of this value for each adult and 30 percent for each child (but the first child in a one parent family counts as an adult). In addition, the measure no longer adjusts for community size.

What is the effect of the proposed new measure? It has been predicted that the measure would be lower for families residing in Canada's largest cities, but roughly equal or higher for families in all other areas. The new lines are also slightly higher for larger families. The overall rate of poverty would remain unchanged for all families. However, it would decrease the poverty rate among unattached individuals.

Statistics Canada has proposed a two year trial period for the new measure to allow for feedback from users.

Source: *Perception* — Newsletter of the Canadian Council on Social Development, Fall/Winter 1992.

Supermarkets of the Future

Ideal Centers will be the nucleus of tomorrow's grocery stores. Everything you will need to prepare the appetizer, main course, and dessert for a specific menu along with an appropriate wine selection, will be conveniently located at one of the store's Idea Centers. And each Idea Center will have the identical menu, prepared and ready to be taken out. A home economist, dietitian, or chef will demonstrate recipes.

Menu Planners, interactive information systems linking the shopper to the retailer, will be part of one's home personal computer. Before going to the store, shoppers will be able to call up a specific menu, view its ingredient list, and electronically order groceries. Home delivery requests can also be made.

New scanning devices will be faster and more accurate than current ones. The store will be able to simultaneously update its inventory as you go through the checkout line.

In-store television monitors will advertise specials, introduce new products, report the latest world and local news, and of course, show commercials.

Source: *Cooking Light,* November/December 1992.

What do you say when . . . ?

What do you say when you are asked how Professional Home Economists can contribute to the field of housing?

Linda McFadyen

For the low-income or special needs household, housing can be the focus for other supportive and preventive services that facilities reintegration into society. However, divided responsibility, combined with what many would suggest is the absence of an integrated and coordinated housing and social policy has often limited the effectiveness of the interaction between housing and the support service network (Carter, Bublick, McKee, & McFadyen, in press).

The traditional approach to housing problems has been unidimensional. Programs have been mainly directed toward improving the physical quality of housing. Except in specialized cases, related problems of the recipients of public housing programs have been left to other social agencies, with little integration, or even communication, occurring among departments or professional groups who are the service providers. Home economics professionals are uniquely situated to provide integrated services for these households. What follows are some examples where home economics professionals are working in this capacity.

Tenant Resource Workers

During the early 1960s the Canadian government responded to the serious need for affordable housing for low income seniors by providing them with subsidized housing. Now, in the early 1990s, these buildings house a large population of increasingly frail elderly people, who need a variety of services to enable them to maintain their independence in the community that has been their home for the past 20 or more years.

Faced with the problem of coordinating a growing number of service providers, Winnipeg Regional Housing Authority, the local government department that managed the publicly owned seniors housing in Winnipeg until last year, in conjunction with the Department of Health, hired tenant resource workers. The workers, usually professional home economists, help to assess the needs of individual seniors in each building and coordinate the provision of necessary services, either individually or communally.

The responsibilities of the tenant resource worker include organizing tenant associations in each of their buildings, coordinating volunteer services and outreach into the community, and developing services as they are needed, or wanted, by the tenants. The housing authority provides space in the buildings, at no charge, for many services such as hairdressing, foot clinics, income tax services, and crafts and fitness centres.

The tenant resource worker program has proven a cost effective tool for maintaining seniors in their own homes and preventing their isolation through integration with the community.

Housing for the Disabled

Society has been moving away from the institutionalized care of the physically disabled towards integration into mainstream life. TenTen Sinclair is an example of transitional housing, where residents are given the opportunity to develop their personal strengths and are provided with instruction in household and personal management leading towards increased independence.

At TenTen Sinclair, a home economist acts as a tenant development coordinator. Her job is to assist tenants by providing assessment and skill development in meal, apartment, money, clothing, and time management, and by assisting in the development of teaching modules in those areas. A large part of her time is spent in sharing information with the tenants; providing social support, counselling concerning independent living issues, and intervening directly with community service systems. She is expected to serve as a consultant to the tenant in all matters pertaining to the implementation of the Tenant Development Plan, the goal of which is to enable the tenant to move into a more independent setting. She is also expected to monitor the service delivery system for the tenant, working with the tenant

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Linda McFayden, PHEc, is a family studies graduate of the University of Manitoba and is currently completing a Master of City Planning. She is chair of CHEA's Housing Committee.

Note: The material in this article was derived in part from a paper presented to the International Federation of Home Economics XVIIth Congress, Hanover, Germany, July, 1992. That paper was co-authored by Nancy Higgitt and Carol D.H. Harvey, Department of Family Studies, University of Manitoba.

to modify the system to meet the needs of both the tenant and the service providers.

Home Orientation and Management Program

There is at least one provincial government that has recognized the potential of professional home economists in this area (Lowe, 1991). In 1988, the New Brunswick Housing Corporation developed the Home Orientation and Management program (HOM) for new residents of public housing. The program was designed to help tenants integrate into the larger community and to become more independent. Specifically, the objectives were to assist participants in making a successful transition to their new home by providing information on home maintenance, budgeting, and resources available to help families meet their shelter-related needs, and by promoting self-confidence and a sense of pride. In addition, the program provided information services to tenants moving from public housing into the private market.

The government housing agency contracted with the Faculty of Education Home Economics Department, University of New Brunswick, to pilot the program. Senior students were hired to conduct a series of workshops with the supervision of members of the faculty. Responsibilities of the workshop leaders included meeting with the families, setting up the program schedule, and facilitating discussion at a level appropriate to the literacy of the participants.

It appears that the response to the program has been positive. Increased involvement of the participants in their community, educational programs, tenants' associations, and community-based activities is one indication of the program's success.

These three examples illustrate the provision of integrated housing and social programs. The training received by students in many home economics faculties in Canada prepares them to provide housing services to those with low income or other special needs. The educational background in basic nutrition, time management skills, financial management, human development, family dynamics, communication, and housing provided in the academic program form the core of skills needed.

Home economics professionals are also working to coordinate the diverse elements groups need to develop cooperative housing.

Cooperative Housing Consulting

The Non-Profit Housing Program has been used by the Canadian Government as a vehicle to provide limited equity cooperative housing for families and individuals with special needs. In the Manitoba program, operating subsidies, cost-shared by the federal and provincial governments may be provided for up to 100% of the units in a project. In addition to those designated units targeted to households in core housing need[1], the program also provides the opportunity for sponsor groups to integrate non-designated 'market' housing into projects developed under the program.

Non-profit Continuing Cooperative Housing Associations are formed with the intention of "constructing, acquiring or improving a housing project with the intention of providing housing to persons, the majority of who are member of the association, who will occupy the housing . . ." (Manitoba Housing, 1991). The program provides funding for sponsor groups to engage the services of a technical resource group/development consultant for any or all of the steps required to develop the project from the initial expression of interest to one year after Interest Adjustment Date[2].

A professional home economist provides these services through one consulting firm in Winnipeg, Manitoba. Her job begins with assisting the group to formalize and document their goals and objectives and to develop strategies to achieve these goals and objectives. She assists in the development of the sponsor organization and the provision of tenant/membership training and development and helps the group with the incorporation process and similar paperwork.

She works with the sponsor group throughout the entire process from developing the organization, acquiring land, and obtaining financing, and coordinating other technical services such as architects and engineers. She also helps them to develop the property management skills needed to maintain their project.

The Cooperative Housing Program has been an initial step towards a more integrated housing policy. Unfortunately, funding for the program was discontinued in 1992 on the basis that it was not the most cost-effective way to provide housing for low income people.

Each of these examples illustrates how professional home economists can contribute to the field of housing. Increasingly, government and agencies are recognizing the need to provide integrated services to low income and special needs households. The comprehensive education provided to many home economists is ideally suited to this task. ☐

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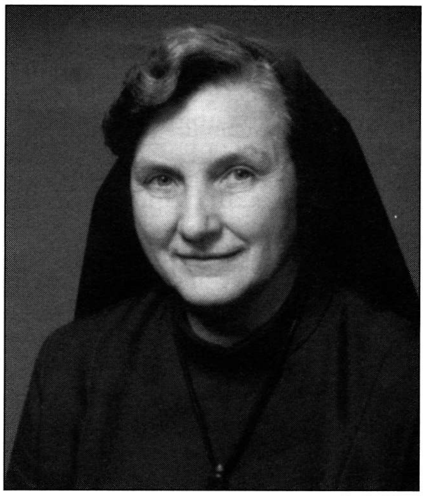
On the Job

Profile of a home economist
as a Professional Family Ecologist


Rita Rae Schneider

Rita Rae Schneider

When people ask what my profession is and I reply that I am a family ecologist, a quizzical look and three questions usually follow: "What is a family ecologist?" "What does a family ecologist do?" and "How does being a family ecologist fit into the profession of home economics?"

One of the best ways to address these questions is to begin with some explanation of the meaning of family ecology. Family ecology is described as:

> . . . the study of the reciprocal relations of family to its natural and [human]-made environments, the effect of these singly or in unison as they shape the internal functioning of families and the interplays between the family and other societal institutions and the physical environment. (*Journal of Home Economics*, May, 1975, p. 26)

As a family ecologist I am someone who approaches the study of families from a family ecological perspective. This approach means that I focus on the interactions of families with their environments (eg. natural, human-built, political psychosocial, socio-cultural, spiritual) and am concerned with the reciprocal effects of these interactions each upon the other.

The core of home economics is the family and the idea of looking at families from an ecological perspective is rooted in the early 20th century work of Ellen Swallow Richards and others who introduced home economics as a new field of knowledge dealing specifically with "laws, conditions, principles and ideals which are concerned on the one hand, with man's immediate environment and the other with his nature as a social being." (*Proceedings*, Lake Placid Conferences 1-10, pp. 70-71). As a profession primarily concerned with the well-being of individuals and families, home economics aims at helping people develop their fullest potential in order to live optimally satisfying and productive lives. Realization of this goal requires a wholistic or ecological approach to understanding the environmental contexts within which individuals and families grow. The family ecological perspective provides a wholistic approach to understanding the linkage and interdependence of families with their environments and the reciprocal effects each has upon the other.

As a family ecologist, I have ample opportunity to study families as life support systems dependent upon the natural and human-built environments for physical sustenance and the social environments for humanness and meaning and quality of life. These environments can either provide or constrain opportunities for growth and development. It is through the dynamic process of interaction and consequent choices that people shape and are shaped by their environments. My work consists in helping individuals and families negotiate effectively points of interface between themselves and their respective environments in order that they may optimize their opportunities for growth. My work as a family ecologist is at the heart of home economics and is fundamentally that of education.

In 1986 I received my PhD in family ecology from Michigan State University. In 1988 I obtained certification as a family life educator from the National Council of Family Relations. My PhD degree and certification, coupled with a previously earned MA in education and years of experience as a teacher in both formal and non-formal educational settings, have provided rich opportunities for working with individuals and families as a family ecologist.

For the past five years I have been teaching courses in family studies at Mount Saint Vincent University at both the undergraduate and graduate levels. In order to help students gain experience of looking at families and/or family members in a wholistic way, some courses have required that students relate with families or family members through the term in developing a student project. One such project entitled "Memories of Seniors" was particularly successful. This project required that each student form a relationship with a senior citizen at a local senior centre and explore with that senior his/her memories of significance, log these memories, and develop at the end of the term a composite of the senior based on these memories. The seniors thoroughly enjoyed the project as did the students and were sorry when the project reached completion. Projects such as this one have been highly successful also in helping students improve their

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Rita Rae Schneider, RSM, PhD, CFLE, received her Doctorate in Family Ecology with a Cognate in Urban Planning from Michigan State University. She is presently an Assistant Professor of Family Studies in the Department of Home Economics, Mount Saint Vincent University, Halifax, Nova Scotia.

organizational, decision-making, and interpersonal skills.

As a family ecologist, I am also involved in the development and in-service courses for upgrading and/or preparing present or prospective family life education teachers for teaching family and life skills courses at the junior/senior high school levels. Helping teachers develop their own materials and teaching modules to be used in their own classroom presentations is a challenge to creativity and a deep source of satisfaction for me and the teachers alike.

In addition to teaching at the university which is one facet of my work as a family ecologist, I have also for the past two years been designing and conducting family life education mini-workshops for interested parents in the local neighbourhood community. Parenting, communication, interpersonal relationships, discipline, engaging cooperation, showing respect for self and others, cooperation between teachers and parents are some of the topics parents asked to have addressed. Being able to share ideas and help parents explore their family concerns from a broader ecological perspective has been an enriching and freeing experience for them and source of great satisfaction for me as a professional family ecologist.

My interest in working with families, and that which inspired me to become a family ecologist, began many years ago when I worked with low-income 99% black communities where needs spanned a continuum from meeting basic needs for food and shelter to acting in an advocate role for community concerns related to urban renewal projects which were adversely affecting the neighbourhood quality of life environment. It was this experience that developed in me the awareness of the interdependencies of families with their environments and the need that exists for family ecologists who could help in negotiating the reciprocal interplay between families and their environments.

ANNONCE

En vue de célébrer l'Année internationale de la famille, la Revue canadienne d'économie familiale souhaite recevoir des articles qui pourraient entrer dans une section spéciale sur ce thème des numéros de 1994.

Thème	Numéro	Date limite
Familles: La scène canadienne	Hiver 1994	15 septembre 1993
Familles: Rôles et réalités	Printemps 1994	15 décembre 1993
Familles: La scène internationale	Été 1994	1er mars 1994
Familles: D'hier à aujourd'hui	Automne 1994	15 juin 1994

Book Reviews

If you are interested in reviewing a book, please contact the Book Review Editor, stating your area of interest. A complimentary book which may be kept will be sent to you for review.

Book Review Editor

Linda West
410 Stafford Dr. North
Lethbridge, Alberta
T1H 2A9

Gail Brown's All-New Instant Interiors by Gail Brown. (1992). Menlo Park, CA: Open Chain Publishing, Inc. 96 pages; $17.50.

Gail Brown is well-known for her sewing journalism. *Instant Interiors*, her latest book, would be an asset to any home sewers library. Decorating with fabric is popular and Brown makes it fast and easy.

The book is divided into 11 chapters, which can be read in any order. The chapters cover a variety of decorating subjects including curtains, slipcovers, bedding, table tops, wall covers, and more. Each chapter has several decorating ideas and concise instructions. The ideas stand alone; you can pick any project and complete it without having to reread the whole book. The instructions are easy to understand and follow. At the end of each chapter are easy variations and additional quick projects.

Yardage estimation charts are included at the end of the book. Using these charts makes figuring fabric needs for any size project simple and easy. Included at the end of the book is a list of sources, an excellent resource for those of us located a distance from specialty fabric shops.

The book is poorly bound; it tends to come apart easily. A project book such as this should be strong enough to withstand use. The pictures in the book are artistic drawings. The sketches are good, but photographs would certainly have added to the book and been more inspiring.

With over 100 fast and easy home decorating projects, this is a useful and fun book for home sewers.

Reviewed by:
Laura-Marie Doenz, BSc, PHEc
Freelance Home Economist
Warner, Alberta

Workplace Guide: Practical Action for the Environment by Michael Bloomfield and Louise Ward-Whate (Eds.) (1991). Ottawa, ON: Harmony Foundation of Canada, 170 pages; $21.40 (includes GST and postage).

Workplace Guide attempts the unwieldy task of helping employers (and employees) preserve the damaged environment. Where most books have provided a rehash of the same issues, this book is action oriented, more of a manual than another in-depth analysis of the problem. The Guide discusses environmental issues relevant to Canadian business, from small businesses to major corporations, and provides environmentally friendly alternatives.

The Guide provides information in an easy-to-read format. Topics are broken down into general categories: energy, hazardous materials, waste, water, transportation, purchasing, and property management. General information on the specific topic is presented first. The Guide then offers action plans to reduce the impact and lists businesses that have achieved success in that area. (This may be a good resource for consumers who wish to increase their environmental purchasing power.) At the end of each topic is an extensive list of references, including national and provincial sources.

Following the general categories are chapters on: education and training, which essentially provides businesses with an outline of an effective program for employees to follow; and environmental excellence beyond the workplace, which gives businesses ideas for becoming good corporate citizens — environmental philantropism. At the end is the assessment section of the Guide. It allows businesses to assess their impact on the environment in each major topic discussed and to give themselves objectives to reach.

Much of the material is repetitious from section to section, probably with the intention that each topic section be used separately. Apart from this, the Guide provides an excellent resource for businesses and consumers alike.

Reviewed by:
James Frey, BA
Publications Officer
Lethbridge Community College
Lethbridge, Alberta

The 'Girl Question' in Education: Vocational Education for Young Women in the Progressive Era by Jane Bernard Powers. (1992). London: The Falmer Press, 138 pages; $67.60.

The vocational education of girls or 'What women ought to be' was as much an issue in the progressive era when home economics began as it is now in the second wave of the feminist movement. Powers describes those responsible for home economics, trades, and business education as women who constituted a broad spectrum from traditionalist to feminist but despite this, were willing and able to promote education for women. The dark side of the outcome is also illuminated — the use of such courses as a means of class and racial stratification.

Powers has chosen to paint home economics and business education as "vocational education", a position that many in both fields would reject. However, if one can get past that flawed perspective or over-generalization, one is sure to be enlightened by her approach as she attempts to answer the question "How did the intersecting currents of traditional and feminist values and perspectives influence the prescriptive messages articulated by women's organizations, educators, and social commentators in the policy discussions that preceded legislation and course offerings in schools?"

This is an historical study by one outside of the field of home economics. It is a study as "another" sees us. The bibliography at the end of each chapter is extensive with very little coming out of home economics literature. It is, in fact, the author's view that home economics did not live up to the aspirations of its founders. We have had this debate in our own literature, so it should not come as a surprise here.

This is certainly a history of home economics, business/commercial education, and trades training for women in the United States. Yet, the struggles and the delineation of basic issues are relevant in Canada at this time. At least one province is manoeuvring to structure home economics as vocational education. The issues basic to any discussion of the pros and cons are basically the same as those faced in the progressive era. History has much to offer in terms of perspective. For that reason, this book should be essential reading for anyone interested in policy decisions as they will affect home economics in the schools. As Powers points out "Title IX of the Educational Amendments of 1972 and 1976 included provisions for eliminating sex bias and discrimination in vocational education, however, despite recent efforts 'sex segregation in vocational education remains high' [1983]." A question to ask is whether or not the situation will be any better in the year 2003 in Canada and what part home economists will play in the solution. Powers gives us questions to ponder if we have the courage to deliberate the issues.

Reviewed by:
Verna Lefebvre, PhD
Faculty of Education
University of Alberta
Edmonton, Alberta

1992 Yearbook: Lives and Plans: Signs for Transforming Practice by Linda Peterat and Eleanore Vaines (editors). (1992). Yearbook 12. Teacher Education Section, American Home Economics Association. Whitby, ON: McGraw-Hill/Ryerson; $17.97.

The twelfth annual yearbook of the American Home Economics Association, edited by Linda Peterat and Eleanor Vaines, indicates the commendable contributions made to home economics by these respected Canadian home economists.

The stated premise for the Yearbook is "the essence of education is found in the energy of relationships" (Peterat & Vaines, 1992, p. xiv). Through the selections, Peterat and Vaines have endeavored to improve educational practice in home economics education, while anticipating that the book would be of interest to educators in general. The editors claim a new generation of scholars, half of whom are Canadian, who are pursuing new modes of research as a way of enriching practice and theory in home economics education.

Peterat and Vaines have organized the Yearbook according to what they term "inside-out work" — beginning with the personal and continuing to reflections on educational practices, action, living the curriculum, and finally curriculum planning. Chapter topics range from Lorna Blake's poignant tale of her experiences in an inner-city school in the 1960s to Linda Eyre's feminist evaluation of coeducational home economics in 1990. Readers are invited to listen as well as read in the sense of listening "to the voice of their own experiences that the writers cause them to recall" (p. xiv).

How well does this book succeed in its proclaimed aims? From a practitioner's viewpoint, it has succeeded in presenting a variety of meaningful stories; making connections between lives and plans corresponds to making connections between daily life and the curriculum, just as the editors intended.

Lives and Signs promises to be of interest to both serious students and practitioners. It offers personal insight and the possibility of transformation of practice. Home economists would do well to include this book in both philosophical and practical study sessions.

Reviewed by:
Mary-Leah DeZwart, MA (Education)
Home Economics Teacher
Barriere, BC

The Complete Book of Spices by Jill Norman. (1992). Montreal, PQ: The Reader's Digest Association of Canada, 160 pages; price $29.95.

The *Complete Book of Spices* is a beautifully illustrated book about spices, herbs, and seasoning mixes. The average cook and professional would benefit from having it on their shelves.

The content of the book ranges from the origins of the spice trade to identifying the uses of spices in our homes today. Each spice is pictured in its various forms — whole, dried, ground, flaked, candied, or pickled with information on its distribution, appearance, harvesting, aroma and taste, and culinary and other uses.

The author, Jill Norman, approaches the subject of spices thoroughly. She makes it easy to identify any spice, herb, mustard, pepper, chilie, or spice blend. The guide on chilies for example, illustrates and discusses the various forms of Mexican chilies, spanish chilies, cayenne chilie, pickled chilies, Habanero chilies, and chilie products such as Tabasco sauce, chilie flakes, paprika, and chilie oil.

The illustrated guide to Spice Mixtures with spice blends from around the world, includes recipes for mixes such as Chinese Five Spice, Garam Masala, and pickling and barbecue spice mixtures.

Eighty recipes at the end of the book would inspire any cook to experiment with different spices. Well-spiced soups, fish dishes, vegetable, and grain dishes, desserts, breads, and cakes all look intriguing. There is also a section devoted to making potpourris and pomanders.

No book about spices would be complete without a guide to storage. Jill Norman has outlined how to select and store fresh and dried spices for optimum flavor.

Whether you need to identify a particular spice or are just looking for some interesting reading on spices, I highly recommend *The Complete Book of Spices.*

Reviewed by:
Dianne Noakes, BSc in Family Studies,
Home Economist, CWNG
Calgary, Alberta

IFHE ... In Focus

Regards Sur La FIEF

The International Year of the Family 1994

L'Année internationale de la famille 1994

Margaret Arcus

At the XVIIth World Congress of the International Federation for Home Economics held in Hannover, Germany, this past July, Dr. Maria Thiele-Wittig of Germany was installed as the new President of the International Federation for Home Economics for the period 1992-1996. One of the tasks of the incoming President is to prepare a Plan for Action for the Federation for her term of office. Dr. Thiele-Wittig's Plan of Action served as the basis for her Inaugural Address at the Congress and will be reprinted both in the *Proceedings* of the Congress and in the IFHE *Bulletin.*

President Thiele-Wittig has asked the IFHE Regional Vice-Presidents to provide her with feedback indicating which of these issues are of most importance in our Region. In order to provide her with the most informed feedback for the Region of the Americas, I am seeking your input regarding these issues. Please review this Plan of Action, discuss it with colleagues, prepare a written response, and forward to me at the address noted below.

Au XVIIe Congrès mondial de la Fédération internationale pour l'économie familiale tenu en juillet dernier à Hanovre (Allemagne), une Allemande, le Dr Maria Tiele-Wittig, a accédé à la présidence de la Fédération pour la période 1992-1996. L'une des tâches de la nouvelle présidente est de préparer un plan d'action pour l'organisme durant son mandat. Ce Plan a été le thème du discours inaugural du Dr Thiele-Wittig au Congrès et paraîtra dans les *Actes* du Congrès et dans le *Bulletin* de la FIEF.

La présidente a demandé aux vice-présidentes régionales de la FIEF une réaction sur les questions les plus importantes dans les régions. Pour fournir des renseignements exacts sur la région des Amériques, je m'adresse à vous. Veuillez étudier le Plan d'action, en parler avec vos collègues, préparer une réponse écrite et me l'envoyer à l'adresse ci-dessous.

International Year of the Family **1994** **Année Internationale de la Famille**

Design reflects the family at heart of society

Le logo symbolise une famille au sein de la société

Le Logo, créé par Catherine LITTASAY-FOLLIER, artiste suisse de renom vivant à VIENNE, servira à sensibiliser l'opinion publique sur les buts et les enjeux de l'anée

The design, created by Catherine LITTASAY-ROLLIER, a well known Swiss artist residint in VIENNA, will be used in promoting public awareness of the goals and purposes of the Year

Plan of Action for IFHE 1992-1996

There are several points of emphasis for the next 4 years in addition to the activities which are to be continued:

1. To pinpoint the importance of households and families for society and for social change and to communicate this more assertively to the public while continuing and expanding the advocacy role for households and families

We need and want to be *more proactive and political* in our work. This became clear in the discussions during the XVII World Congress of IFHE. There is a need to relate the *micro level* of households and families to the *macro levels* of the economy and government. Households and families and their private realm need to be taken out of their "ghetto", and more light needs to be put on their output and accomplishments as well as on their problems. Also, their interrelationships and exchange with the larger society need to be more openly and explicitly discussed in public. In this context it is important to emphasize the *indispensability of the dimension of care* for human life and human beings and the contributions of households and families in terms of *human capital* and the *quality of life*.

The advocacy role of IFHE and its members with respect to problems of households and families has already been part of the plan of action of the outgoing President. Its continuation and expansion are important with respect to increasing the impact in the public arena.

2. New competencies are needed

More complex living conditions, faster change, and increasing exchange of households and families with the rest of society demand new *competencies* for dealing effectively with this new and continuously changing reality. *Women and men* need these competencies to enable them to come to terms with the increasing complexity of living conditions and to make responsible use of the range of alternatives open to them. One of the emphases of the work of IFHE and its members, therefore, refers to the revision of home economics curricula, both in countries of the southern as well as the northern hemisphere. This also includes the request for *qualifications for coping with every day life* — not only qualification for gainful employment, — via general education as well as via counselling services.

3. Strengthening the relationships of IFHE as an International Non-Governmental Organization (INGO) to the system of the United Nations

The special agencies of the United Nations work with many *themes that have a close relationship to households and families*, such as children (Year of the Child 1979), the elderly, youth, women (World Conference 1995), family (International Year of the Family 1994), food security (International Conference on Nutrition 1992), environment and development (Rio 1992).

These represent important fields of action for IFHE and its members, and here are many chances to become more active regarding the public and the political arena and to practise the advocacy role in contributing to the solution of burning problems.

IFHE has *excellent representatives* at the UN-locations in New York, Paris, Vienna, Rome, and Geneva, who want the contact to and feedback from the IFHE members strengthened. IFHE has established a task force for the

Plan d'action de la FIEF : 1992-1996

Plusieurs idées sont importantes pour les quatre prochaines années en plus des activités qui doivent être poursuivies.

1. Souligner l'importance des foyers et des familles pour la société et pour le changement social et communiquer cela avec force au public tout en poursuivant le rôle d'avocat pour les foyers et les familles

Nous avons besoin d'être *davantage proactif et politique* dans notre travail, cela est apparu clairement dans les discussions pendant le XVIIe Congrès mondial de la FIEF. Il faut établir un lien entre le *micro niveau* des foyers et des familles et les *macro niveaux* de l'économie et du gouvernement. Les foyers, les familles et le domaine privé doivent sortir de leur «ghetto» et la lumière doit être faite davantage sur leur production, leurs actions et leurs problèmes. Les relations et les échanges avec la société élargie doivent également faire l'objet de discussions ouvertes et explicites en public. Dans ce contexte, il est important de souligner *la nécessité de la dimension de l'intérêt* pour la vie des êtres humains et les contributions des foyers et des familles en termes de *capital humain* et de *qualité de vie*.

Le rôle d'avocat de la FIEF et de ses membres en ce qui concerne les problèmes des foyers et des familles a déjà fait partie du plan d'action de la présidente sortante. Sa continuation et son expansion sont importantes pour accroître l'impact sur la place publique.

2. De nouvelles compétences sont nécessaires

Des conditions de vie plus complexes, un changement plus rapide et un échange accru des foyers et des familles avec le reste de la société requièrement de *nouvelles compétences* pour s'occuper efficacement de cette nouvelle réalité en changement permanent. Les *hommes et les femmes* ont besoin de ces compétences pour en venir à un accommodement avec la complexité croissante des conditions de vie et pour faire un usage responsable des possibilités qui leur sont offertes. Une tâche importante pour la FIEF et ses membres est donc la révision des programmes d'économie familiale, aussi bien dans les pays de l'hémisphère sud que dans l'hémisphère nord. Cela comprend la demande de *qualifications pour faire face à la vie quotidienne,* pas seulement la qualification pour un emploi rémunéré mais, par le biais de l'éducation générale et des services de Conseil.

3. Renforcer les relations de la FIEF en tant qu'organisation internationale non gouvernementale (OING) avec le système des Nations Unies

Les agences spécialisées des Nations Unies traitent de nombreux thèmes *qui sont en relation étroite avec les foyers et les familles,* tels que les enfants (Année de l'Enfant 1979), les personnes Âgées, les Jeunes, les Femmes (Conférence mondiale 1995), la Famille (Année internationale de la Famille 1994), la Sécurité alimentaire (Conférence internationale sur la Nutrition 1992), Environnement et développement (Rio 1992).

Ils représentent des domaines d'action importante pour la FIEF et ses membres. Il existe de nombreuses possibilités pour devenir plus actifs en ce qui concerne le domaine public et politique et pour agir comme avocat et contribuer à la solution des problèmes importants.

La FIEF a d'excellentes représentantes aux Nations Unites à New York, Paris, Vienne, Rome et Genève, qui souhaitent renforcer le contact et la rétroaction des membres de la work with the UN-agencies in the interest of the points mentioned.

An emphasis will be put beside the further activities for the *International Year of the Family* — on the topics of *women* as well as *environment and development*. There are many impulses from the work with the UN on the international level that pass over to the national levels, for example in terms of contacts made, and of increased impact of our field and of our members. Moreover the important dialogue between North and South as well as between West and East may be realized in this context and further developed.

4. Identity and profile of the profession

Problems of *change in the reality of households and families* as well as the *development* of *vocations and professions* related to households and families and respective processes of specialization lead to questions regarding the identity and the profile. *How much unity exists in all the diversity* — this is the decisive question. How many commonalities or differences can be found in looking at private households on the one hand and institutional households on the other hand? What are the consequences of the much discussed *"Name Changes"* for the field or for the research and training institutions and departments, as they have been practised and still are being discussed in the USA and in other countries?

How much *specialization* and how much *wholeness* is important in order to prevent biases and onesidedness or to prevent blindness against important problems or developments?

In the background of the work of IFHE there is the questions of how far we *follow a common ethics* in all of the range of professions on our field. How common is the aim of improving the living conditions for families and households in different cultures? It is particularly important to emphasize the mission of IFHE when facing global changes in everyday life and increasing networks.

5. Infrastructure of the Federation and communication

In order to develop fruitful international exchange in our field and also to be more effective in our contacts to the public and to political institutions we need to activate our infrastructure and to *improve our communication*. This applies to the regional work both inside the 5 world regions of the Federation and between them. It also applies to the work in the 7 program committees, to the contact between them, to the communication back and forth to the member organizations, and to the contacts to the executive committee and officers. The 7 program committees deal with the following topics:

- Securing Family Nutrition and Health
- Women and Families in Development
- Family Resource Management
- Habitat and Environment
- Home Economics and Business
- Home Economics Policies in Education and Training
- Research

6. Focal theme for the next 4 years: 'Living conditions: A global responsibility'

The general theme for the next congress, for the XVIII World Home Economics Congress in Bangkok in 1996, serves at the same time as a focal theme for the work of the next 4 years: **Living Conditions: A Global Responsibility**.

FIEF. La FIEF crée un Comité de pilotage pour le travail avec les agences des Nations Unies qui étudiera les thèmes mentionnés ci-dessus.

L'accent sera mis, en dehors des activités poursuivies en vue de l'Année internationale de la Famille, sur les thèmes des *Femmes, de l'Environnement et du Développement.* De nombreuses impulsions pour le travail avec les Nations Unites sur un plan international passent par le niveau national, par exemple pour les contrats établis, et l'impact accru de notre activité et de nos membres. De plus, un dialogue important *Nord-Sud* et *Est-Ouest* peut être établi dans ce contexte et développé.

4. Identité et profil de la profession

Les problèmes de *changement des foyers et des familles* ainsi que le *développement* des *vocations et des professions* en relation avec les foyers et les familles et les processus respectifs de spécialisation conduisent aux questions concernant l'identité et le profil. *Quelle unité existe-t-il par-delà la diversité?* C'est la question cruciale. Combien des choses communes ou de différences peut-on trouver en observant les foyers privés d'un part et les foyers institutionnels d'autre part? Quelles sont les conséquences des «changements de nom» souvent discutés pour le domaine de l'É.S.F., ou pour la recherche et les instituts et départements de formation qui y sont donnés et qui font toujours l'objet de discussion aux USA et dans d'autres pays?

Quelle *spécialisation* et combien de dévouement faut-il pour éviter les *déviations* et l'*égoïsme,* ou pour empêcher l'aveuglement devant les problèmes ou les développements importants?

En arrière-plan de travail de la FIEF se pose la question de savoir jusqu'où nous *suivons une éthique commune* à l'ensemble des professions de notre domaine propre. Le but est-il commun pour améliorer les conditions de vie des familles et des foyers dans différentes cultures? Il est important de souligner la mission de la FIEF lorsqu'elle est confrontée aux changements globaux dans la vie quotidienne et les réseaux qui se développent.

5. Infrastructure de la Fédération et communication

Pour améliorer des échanges internationaux positifs dans notre domaine d'activité et pour être plus efficace dans nos contacts avec les institutions publiques et politiques nous devons dynamiser notre infrastructure et *améliorer notre communication.* Cela s'applique au travail régional à l'intérieur des 5 régions du monde de la Fédération et entre elles, cela s'applique également aux 7 comités de programme et aux relations avec le Comité exécutif et le Bureau. Les 7 comités de programme étudient les sujets suivants:

- Nutrition et Santé des familles
- Femmes et Familles dans le développement
- Gestion des Ressources Familiales
- Habitat et Environnement
- Économie Familiale et Entreprise
- Système d'Éducation et de Formation en Économie Familiale
- Recherche

6. Thème central pour les 4 prochaines années : «Conditions de vie : responsabilité globale»

Le thème général du XVIIIe Congrès mondial de l'économie familiale à Bangkok en 1996 est en même temps

This theme extends to many of the subjects that have been discussed on the XVII Congress and that need to be dealt with further:

- The interrelationships between the micro-level of households and families and the macro-levels of the economy and government and the relationship between the formal sector and the informal sector.
- Building bridges between the North and the South issues of resource distribution and differences in living conditions and related process of marginalization, of migration, refugees etc.
- The issue of living conditions as reflected in the nutrition situation and food security, housing conditions, situation of children, and the elderly, etc.
- Gender issues as they particularly refer to divisions between household work and gainful employment and the material situation of women and families.
- The global context of issues related to life styles and ways of life and their consequences to the environment, in particular the contributions of households to the saving and preserving of resources, and many issues more.

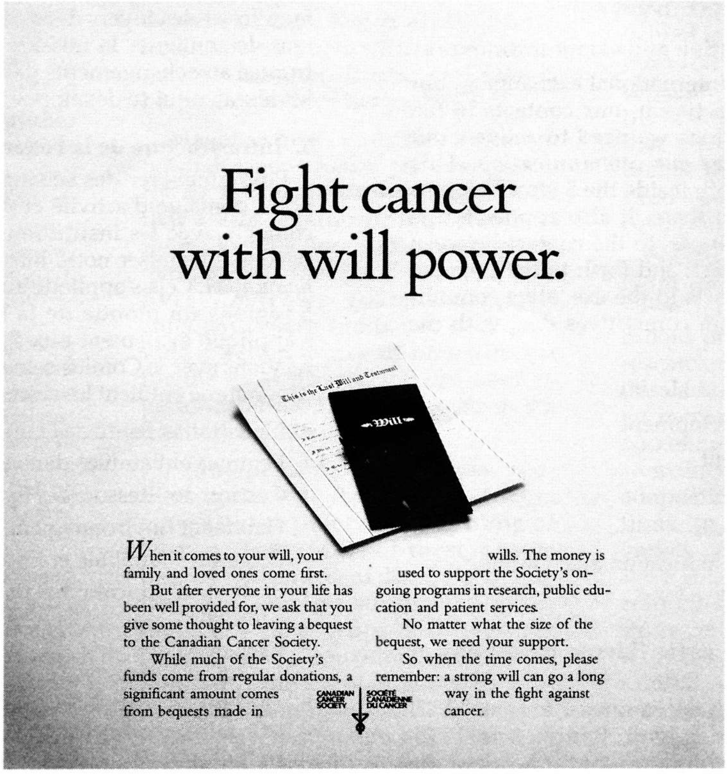
Send your written comments and suggestions to Dr. Margaret Arcus, IFHE Vice-President, Region of the Americas, School of Family and Nutritional Sciences, 2205 East Mall, University of British Columbia, Vancouver, B.C., V6T 1Z4. Thank you for your assistance.

le thème central pour le travail des quatre prochaines années : Conditions de vie : une responsabilité globale.

Le thème s'applique à de nombreux sujets traités lors du XVIIe Congrès et qui doivent être poursuivis :

- les relations entre le micro niveau des foyers et des familles et les macro niveaux de l'économie et du gouvernement et les relations entre le secteur formel et le secteur informel.
- construire des ponts entre le Nord et le Sud pour résoudre les problèmes de la distribution des ressources et les différences de niveaux de vie ainsi que les processus de marginalisation, de migration, de réfugiés, etc.
- les conditions de vie telles qu'elles se reflètent dans la situation alimentaire et la sécurité alimentaire, les conditions de logement, la situation des enfants et des personnes âgées, etc.
- les sources de revenu en relation avec la division entre le travail ménager et le travail rémunéré et la situation matérielle des femmes et des familles.
- le contexte global des sujets qui traitent des modes de vie et de leurs conséquences sur l'environnement, en particulier la contribution des foyers et des familles pour l'économie et la préservation des ressources, etc.

Envoyez vos commentaires et vos recommandations au Dr Margaret Arcus, IFHE Vice-President, Region of the Americas, School of Family and Nutritional Sciences, 2205 East Mall, University of British Columbia, Vancouver (C.-B.) V6T 1Z4. Merci de votre collaboration.



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Graduate Research in Canadian Universities
Répertoire des recherches dans les universités canadiennes

Compilation of master's theses and doctoral dissertations in home economics and related areas completed July 1, 1991 to June 30, 1992.

Une complication de mémoires et de thèses en économie familiale et en des domaines affiliés complétés entre le 1er juillet, 1991 et le 30 juin, 1992.

Clothing and Textiles

Halvorson, B.G. (1991). *The effect of light on selected properties of parylene C-coated silk fabrics. Unpublished master's thesis.* University of Alberta, Edmonton. (Adviser, N. Kerr).

Martin, L. (1991). *Attitudes of employed persons toward mail-order catalogue use particularly for the purchase of clothing.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, M. Morton).

McKinnon, A.M. (1992). *Dress in Red River settlement 1815-1835.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, J. Oakes).

Newbatt, S. (1991). *An evaluation of the fit of children's pants made from commercial patterns.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, E. Shannon).

Prince, N.L. (1992). *Comparison of Carrier and Coast Salish clothing: 1830-1850.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, J. Oakes).

Consumer Studies

Healey, J. (1991). *Motivational factors underlying recycling behavior of University of Guelph students.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, M. Wall).

Miller, C. (1992). *Product safety standards within consumer studies curricula: An exploratory study of teacher planning.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, R. Vosburgh).

Morber, E. (1991). *The influence of personal values on diaper choice: An environmental perspective.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, R. Vosburgh).

Vanderhoeven, R. (1991). *A method for conversion of a visual to an instrumental matching system: An exploratory approach.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, A. Wilcock).

Family Studies

Adelberg, M. (1991). *Suicidal ideation among adolescent Jews.* Unpublished master's thesis. University of Manitoba. Winnipeg. (Adviser, J. Bond).

Braun, M.J. (1991). *Meaning reconstruction in the experience of parental bereavement.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, D. Berg).

Caldwell, J. (1992). *An examination of one adult day centre: Program perceptions, caregiver burden and elderly psychosocial competence.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser J. Tindale).

Chang, I. K-S. (1991). *Chinese immigrant mothers' acculturation and their children's self-concept.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, L.M. Brockman).

Cyrull, F.J. (1992). *The influence of selected variables on the attitudes of Canadian adolescents towards marriage and family life.* Unpublished master's thesis. University of British Columbia, Vancouver. (Adviser, M. Arcus).

Feinstein, L.R. (1991). *Adult children of alcoholics.* Unpublished master's thesis. Univesity of Manitoba, Winnipeg. (Adviser, G. Barnes).

McEvoy, K. (1992). *Sibling interaction between autistic and non-autistic children: An exploratory study.* Unpublished master's thesis. University of Guelph, Ontario (Adviser, A. Tari).

Vonhof, T. (1991). *Homemaker services to elderly: Impact on the family caregivers.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, A. Martin Matthews).

Wasney, J.D. (1992). *Intergenerational transfers of farm property: The development and testing of an instrument to measure values and goals.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, R. Berry).

Wiebe, F.J. (1991). *Family environment and behavior problems of 4-year-old children: Parent and day care worker behavior ratings.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, L.M. Brockman).

Woodard, C. (1991). *Gender as a social variable in family therapy research: A content analysis.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, J. Meyers Avis).

Foods and Nutrition

Ames, H.G. (1992). *Taste perception, diet and cancer: Comparison of women with and without breast cancer.* Unpublished master's thesis. University of Alberta, Edmonton. (Advisers, M.I. Gee and Z.J. Hawrysh).

Augellone, G. (1992). *Effect of thyroid hormone on the early stages of colon carcinogenesis and lipid composition in rodent models.* Unpublished master's thesis. University of Manitoba. Winnipeg. (Adviser, R.P. Bird).

Booth, S. (1992). *Indigenous green vegetables used as food and medicine by the K'ekchi people of Alta Verapaz, Guatemala.* Unpublished doctoral thesis. McGill University, Montréal. (Adviser, T.A. Johns).

Brewer, P.E. (1992). *Weight cycling of competitive judokas.* Unpublished master's thesis. University of British Columbia, Vancouver. (Adviser, L. McCargar).

Cavan, K. (1991). *The assessment of the zinc status of a group of school children from a peri-urban area of Guatemala City, Guatemala.* Unpublished doctoral thesis. University of Guelph, Ontario (Adviser, R. Gibson).

Chepngetich, E. (1992). *Changes in food habits of African and Asian students at Acadia University.* Unpublished honors thesis. Acadia University, Wolfville, Nova Scotia. (Adviser, V. Campbell).

Doolan, N. (1991). *Selected nutrients and PCBs in the food system of the Sahtù (Hareskin) Dene/Metis.* Unpublished master's thesis. McGill University, Montréal. (Adviser, H.V. Kuhnlein).

Ferguson, E. (1992). *A comparison of the seasonal food consumption patterns and zinc status of preschool children living in rural areas of southern Malawi and southern Ghana.* Unpublished doctoral thesis. University of Guelph, Ontario. (Adviser, R. Gibson).

Gadowsky, S. (1991). *Indices of folate and iron status of a group of pregnant adolescents from southern Ontario.* Unpublished master's thesis. University of Guelph, Ontario. (Adviser, D. O'Connor).

Hum, S. (1991). *Glutathione metabolism in the rat under varying nutritional conditions.* Unpublished master's thesis. McGill University, Montréal. (Advisers, J.L. Hoffer and K.G. Kosh).

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1992-93 Undergraduate Enrolment Data[1]

University Programs in Home Economics and Related Units

Name of University	Undergraduate Program	1st	2nd	3rd	4th	PT/S	Total
Acadia	Consumer Studies[2]	–	–	–	1	–	–
	Family Studies[2]	–	–	1	–	–	1
	Home Economics (Gen.)[2]	–	–	–	2	–	2
	Biology/Nutrition	–	1	–	–	–	1
	Nutrition & Dietetics	20	6	14	27	3	70
	Food Science	5					24
Alberta	Clothing-Textiles	33	15	17	16		81
	Family Studies	40	17	22	28	(19)[3]	107
	Nutrition & Dietetics	48	43	52	67		210
British Columbia	Family Studies[4]	–	–	19	29	–	48
	Home Economics	13	19	27	15	–	74
	Human Nutrition[4]	–	–	14	32	–	46
	Dietetics	13	33	32	39	–	117
Guelph	Applied Human Nutrition	60	47	39	70	18	234
	Child Studies	83	77	109	104	19	392
	Consumer Studies	16	38	54	55	17	180
	Family & Social Relations	47	62	84	70	28	291
	Gerontology	21	27	33	31	6	118
	No major	6	–	–	–	1	7
Laval	Consumer Studies	139	135	107	–	54	435[5]
	Family Studies	15	29	–		6	50
	Nutrition & Dietetics	55	50	43	47	3	198
Manitoba	Clothing & Textiles	52	30	32	33	–	147
	Family Studies	85	24	41	40	–	190
	Home Economics (General or comprehensive)	17	5	4	8	–	34
	Home Ec. Education	7	3	4	4	–	18
	Nutrition & Dietetics	97	59	48	55	–	259
McGill	B-Sc[6]	–	–	–	–	–	–
Memorial	Nutrition & Dietetics	–	4	11	28	–	43
Moncton	Family Studies	4	7	2	6	–	19
	Nutrition & Dietetics	29	19	18	16	–	82
Montreal	Nutrition & Dietetics	60	37	41	46	10	194
Mount Saint Vincent	Home Economics (General or comprehensive)	5	11	11	3	–	30
	Home Ec. Education–	–	–	–	–	–	
	Nutrition & Dietetics	29	42	41	29	4	145
	Family Studies	3	1	6	10	3	23
	Career Paths	1	6	5	6	1	19
	Undesignated	5	11	6	6	2	30
New Brunswick	Home Ed. Education	10	20	18	20	5	73
PEI	Home Economics (General or comprehensive) Nutrition & Dietetics	18	10	8	9	5	50
Ryerson	All areas[7]	90	65	75	75	–	305
Saskatchewan	Nutrition & Dietetics	32	34	27	30	5	129
	Home Ec. Education	2	4	5	7	–	18
St. Francis Xavier	Consumer Studies	23	16	11	15	1	66
	Home Economics (General or comprehensive)						
	Nutrition & Dietetics–	–	–	–	–	–	
Toronto	Nutrition & Dietetics	–	23	56	69	39	187
Brescia College/	Clothing & Textiles	4	1	4	2	–	11
	Home Economics (General or comprehensive)	2	2	0	1	–	5
	Nutrition & Dietetics	42	42	28	34	–	146

[1] Based on data available to November 1992.
[2] Being phased out.
[3] Area not designated
[4] Major not declared until 3rd Year.
[5] Certificate included in total.
[6] Data not available
[7] Degree designation does not identify area.

The Wing Beneath Girls' Wings: Gender Justice, Social Change and Home Economics*

Jane Kenway

Many of my research projects in recent years have been focussed on the movement for gender justice in and through education. A particular focus has been on the ways in which schools can help to enhance girls' life-lines. In this paper, I will explore the contribution which Home Economics can make to enhancing girls' futures.

I will prepare the ground which will enable me to reach this point through, firstly, a brief mention of the general movement for gender justice in and through education, and secondly by outlining current attempts to broaden girls' post-school options. I will then focus specifically on Home Economics and through an exploration of its ambiguous and interesting relationship to feminism, educational change and certain social changes, I will suggest some steps it might take to ensure that it does make a "diverse and enduring" contribution to a better future for girls.

Part One

Working for Gender Justice in and through education

Let me begin with a very brief overview of the current place of feminism in education. The feminist 'literature' on gender and education is vast. It addresses all sectors and segments of formal and informal education; some in considerable depth, others rather more superficially. It spans educational sociology, psychology, history, curriculum theory and most major curriculum areas. Few fields of knowledge or educational practice are free from its critical gaze. It revises or rewrites 'sacred' educational texts old and new, and conservative or radical. It documents gendered inequalities in education and offers alternatives to dominant educational paradigms and practices. The gender and education 'literature' surface in publication outlets ranging from scholarly feminist journals to government sponsored policy documents; from mainstream academic journals to gender workers' newsletters, from curriculum materials to posters, to slogans on T-shirts. Furthermore its growth is rapid. It is part of a feminist knowledge explosion in which yesterday's 'cutting edge' often becomes today's orthodoxy and tomorrow's history. Different feminist theories thread their way through all the above. The spectrum extends from the more conservative inflections of liberal feminism right through to ideas associated with the most recent turn in social theory — post modernism, although the dominant positions are associated with liberal feminism. In this sense, then, the field is multi-voiced, and particularly so because it includes the educational and/or research projects of teachers, curriculum developers, policy makers, academics and other political activities. It therefore represents common but somewhat different sets of interests.

In Australia there has been a considerable degree of interaction between feminists, feminism and the state. Acting on and in the state, feminists have influenced the political agenda and achieved a variety of policy reforms. (See further Watson, 1990). It was in the early 1970s that the women's movement in Australia began to influence Commonwealth and State activities in education. Since that time both levels of government, separately and in co-operation have produced many policy documents and provided numerous and extensive government grants for conducting research projects, conferences and workshops, and for the development of curriculum packages and kits, videos, journals, registers, newsletters, bibliographic guides, promotional materials, bridging courses, access strategies and the like. The policy and curriculum literature which has thus arisen for schools suggests ways in which teachers and administrators may charge their management, their curriculum and their pedagogy in order to address gender inequalities. Along with all this has come the appointment of personnel. A new category of workers has come into being. The state has established positions and appointed people specifically to effect gender reform. Some develop and oversee policy, others produce resource materials and curriculum and yet others undertake face to face work with teachers, students and parents. It would seem from what I have said that in educational circles in Australia, feminism has had some victories. Certainly, the state has both legitimated and underwritten and thus enabled

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Jane Kenway, is with the Faculty of Education, Deakin University, Geelong, Victoria.

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both the equal opportunity and the counter sexist work of feminist teachers. However, there is no doubt that at the macro level of policy formation and within the culture of schools themselves feminism is often overshadowed incorporated and subverted by dominant political and educational discourses; that it is very much subordinate. But that is another story (see Kenway, 1991).

Enhancing Girls' Post School Options through Schooling

A great deal of effort within the feminist movement in education has been directed towards changing schooling in order that it may enhance girls' post-school options. And most of this effort has been underpinned by the belief that such options are best enhanced if girls alter their relationship to so called non-traditional school subjects as maths, science and technology (which not includes Information Technology and Trades). When given a choice, girls are to be encouraged both to select such subjects and to make 'non-traditional' choices within such subject groupings, eg., physical rather than biological sciences, higher level rather than lower level mathematics. Teachers and others are to develop educational means by which girls will achieve greater success in and/or a stronger identification with such subjects when they are part of the compulsory school curriculum. Further, girls are to become empowered through the reconstruction of the processes and contents of the curriculum.

Girls can do anything/Get smart with Maths/An electrifying career/Engineering, the people procession/Girls into Maths do go/Multiplying options and subtracting bias/Don't get filtered out/Girls count/Engineer a future/Girls are calculating/Science can take you beyond the experimental stage/Women of steel/Broaden your horizons . . . These are but some of the puns and slogans which educators and others have developed in recent times in order to encourage girls to take 'non-traditional' pathways through their futures. Such puns are a shorthand representing a discourse which identifies a strong connection between girls' schooling and their post-school options. This discourse highlights women's largely subordinate and vulnerable positions in the paid labour market and looks to their schooling as both a primary cause and means of redress. More particularly, it shows how females are horizontally and vertically segregated in both the labour market and in certain fields and levels of school knowledge, and draws causal connections between the two. Women's concentration in para-professional, clerical, sales and personal service occupations (see Mumford, 1989) is attributed, in large measure, to their lack of marketable credentials for entry into the full spectrum of occupations in the paid labour market. Women's work in such areas is often characterised by low pay and by little or no training or the training is in-house, informal, on-the-job and uncertified. Associated with this, is a lack of promotional opportunities. In contrast, men's work tends to be more associated with recognisable training and career structures — and this is increasingly so given the current restructuring of the labour market. The occupations *not* traditionally associated with women and the pay and security and in many cases power and status attached to them are seen to require 'non-traditional' subject choices — hence the slogans *'Maths multiplies your choices/Switch to Science/Girls are getting on the trade secret'* and so forth.

Questions which are central to this discourse are firstly 'Why, when given a choice, do girls tend either to avoid 'non-traditional' school subjects or to choose selectively within them?' and secondly 'What can concerned educators do to encourage girls to make alternative, subject and vocational choices?' Answers to these questions centre on the girl, the learning environment and the curriculum. And, as I have elaborated (critically) on these elsewhere (Kenway, 1990) I will simply make a few summary points here. In answer to the first question, when the focus is on the *girl* it is said that she lacks the appropriate aptitudes, attitudes and knowledge and makes the wrong choices. Then the focus is on *the learning environment* it is said that teachers and timetables are unsympathetic towards girls with 'non-traditional' inclinations, or that teachers cultivate dependent learning in girls by being 'too caring'. Boys are seen to dominate intellectual and linguistic and other space, time and equipment. When the focus is on the *curriculum* the argument is that maths, science, technology and manual arts project a masculine image which alienates girls. Males are their dominant developers, propagators and consumers and therefore such subjects become identified as (and indeed are) their terrain, reflecting and building on their values, interests and learning styles and negating or ignoring those of girls and women.

And what strategies have arisen in answer to the second question 'What is to be done?' The most common strategies focus on the girls and they usually seek either to persuade them on the career benefits of studying 'non-traditional' subjects (*Maths Multiplies your Choices*) or to compensate them for their lack of scientific or technical experience. Hence we see the emphasis on tinkering toys and lego technics. In order to overcome the problem of a hostile *learning environment* schools are to experiment with girl-only classes and/or girls are to be provided with same-sex role-model teachers. *The curriculum* is to become 'gender inclusive' or 'girl friendly'. Masculine bias is to be removed from course materials. Girls' genuine,, rather than stereotyped (see Kelly, 1985), interests and concerns are to become important in the selection of topics, problems and examples. In particular, their concern for the everyday context and the social implications of the subject is to be accommodated. Further, alternative pedagogies are to be developed which articulate best with girls "preferred ways of learning". Hence, interactive, co-operative, contextual, intuitive, holistic and practical learning, and methods which draw on girls' linguistic and imaginative strengths are encouraged.

Clearly, the belief underlying all these sorts of arguments is that curriculum, pedagogy and work are not gender neutral and I'd like to develop this point a little, through the example of curriculum, because I will pick it up in the second half of the paper. Eagleton (1985) argues that the disciplines are moral technologies. He says they "consist of a particular set of techniques and practices for the instiling of specific kinds of values, disciplines, behaviour and response in human subjects". For example, he says that studies of Literature seek to teach people to be "sensitive, imaginative, responsive, sympathetic, creative, perceptive, reflective" (Eagleton, 1985). The additional point which feminist scholars make, is that the 'disciplines' are also technologies of gender and that the so-called 'soft' subjects often (although clearly not always) resonate best with dominant cultural definitions of feminity while the so called 'hard' subjects do so with hegemonic definitions of masculinity. As MacDonald (1979, p. 149) notes, masculine and feminine identities are *built* on a series of hierarchical dualities which include the following "instrumental versus expressive skills, public versus private knowledge, discipline versus spontaneous creativity" and, I might add, reason versus emotion and objectivity versus subjectivity. The case can quite readily be made, that perceptions of knowledge draw on similar dualities, with Science, Maths and Technology occupying the first and 'superior' pole in each case. Within Maths, Science and Technology subjects, students are expected to reject the 'softness' mentioned above in favour of intellectual independence, rationality, certainty, control, rigour and emotional neutrality.

Part Two

Home Economics, Feminism and Change

What has all this to do with Home Economics and where does Home Economics fit into feminist attempts to enhance girls' post school options? The truth is that although many of the issues that I have just mentioned are pertinent to Home Economics, it has only very recently and very tentatively come onto the feminist agenda as a subject with the potential to enhance girls' futures. By and large the gender justice movement in education has denigrated and written off Home Economics either overtly and intentionally[1] or covertly and perhaps unintentionally. The implication of the sort of argument I just outlined is that girls' 'traditional' subjects close their options. Why is there such feminist opposition to Home Economics and why has this started to change? The best way to answer this question is to look at the ways that different feminisms have thought about Home Economics[2]. The liberal feminist view runs something like this. Because Home Economics has historically been a girls' subject, because, above and beyond periods of co-educational compulsion, it continues to largely be studied by and identified with girls and because its primary focus is on the private sphere of home, family and the everyday, it therefore encourages girls to adopt a view of their future in which house-hold and family concerns are seen as largely their responsibility. This, along with the sex role stereotyping which dominates the messages girls receive, not only encourages them to deny many of their own needs in the process of perpetually 'serving others', it also severely restricts their opportunities to engage in further education and training, paid work and civic life. And this, in turn, means that they are either denied many of the opportunities and rewards available in the public sphere so that when they do try to gain access to these opportunities and rewards they are almost always disadvantaged by their domestic 'responsibilities'. They therefore segregate themselves into occupation ghettoes characterized by poor pay and conditions. Ultimately Home Economics discourages girls from taking other subjects with more potential to open up opportunities.

The socialist feminist view incorporates some of this logic but is somewhat more complicated because it introduces matters of social class and capitalism. According to this view, Home Economics had a strong class bias in its origins. It developed as a way of adressing a shortage of domestic servants and so was intended to solve the needs of middle class women. It was informed by bourgeois ideas and values about the ideal family and household and originally sought to impose these appropriate standards on working class girls and households. It was a form of middle class discipline of the 'unruly' working classes. It satisfied the career ambitions of middle class women whose other avenues of employment were very restricted. These days, because of its practical orientation and its attraction for so-called lower ability girls, who are in fact often working class girls who have been either rejected from or alienated by the academic curriculum, Home Economics continues to be complicit in reproducing class divisions; ensuring that when working class girls seek jobs they will get jobs in the secondary labour market and characterized by the worst conditions of employment. When socialist feminists focus on the connections between Home Economics and captalism, they make the following criticisms. Home Economics prepares girls to be ready, if carefully, consumers for capitalism's ever-expanding production of household goods. It thus endorses the commodification of society in which the values of the marketplace overwhelm other sets of values. The household becomes a centre for consumption which is seen increasingly to gratify all human needs. Because commodity markets endlessly produce desire, then they are also a recipe for eternal dissatisfaction. While Home Economics may teach girls to be critical consumers, it does not necessarily teach them to be critical of the culture of consumption itself.

And finally, feminists who are concerned about race and ethnicity and the issue of racism, mount the case that Home Economics has been a form of cultural imperialism, offering all girls an education premised on white Anglo tastes, styles and perceptions of the family. And further, because girls from certain racial and ethnic minorities are often weeded out from the academic mainstream due to cultural and language differences and thus directed towards Home Economics, then, again, a form of channelling occurs. Due to a lack of marketable credentials, they are steered towards either the secondary labour market or to dependency on a male wage or on welfare.

Now clearly many of these feminist arguments are directed at Home Economics as it once was, not so much at what it is today. But history has left a bit of a hangover, in people's minds which has led some feminists to unfairly stereotype Home Economics. Equally clearly, these sorts of arguments contain some rather wild generalizations about the field itself and about its social consequences. As we all know, Home Economics is not sufficiently powerful to be blamed for so many ills of society. But, as we also know, there are some significant grains of truth here which some Home Economists have been more prepared to acknowledge than others. Certainly, however, many home economists have, over the years, attempted to remedy some if not all such deficiencies and with varying degrees of commitment and success. Nonetheless I think a case could be sustained that many of the identity problems which home economists has long wrestled with, have been intricately caught up with these issues. It is not secret that home economists have made lots of attempts to improve the status of the field with a view to attracting a wider range of students and ensuring that it offers more in the way of an employment and further education credential. There is no doubt that this was one of the imperatives lying behind its dalliances with sciences, management theory, and even technology. The move towards emphasizing transferable process skills; ie problem solving and the like, can be read, again, as an attempt to de-emphasize the primary identification of the subject with craft skills of low status. Even the relationship which critical theory, can be understood, in part, as an attempt to move beyond the practical and the technical to the higher status orders of theory. Equally, there is evidence that Home Economics has tried to change not only its gender identity but also its cultural identity. How successful it has been in this regard is not the question here, is that it has attempted to redefine itself as a subject preparing all students for the demands of the day-to-day maintenance of their lives. In this regard its attempts to encourage boys to recognise and develop their household and family responsibilities and skills have been valiant. Although as we know, boys have marched quickly through Home Economics on their stomachs. And many of those who've stayed for the long march have headed straight to paid employment in the kitchens of hotels, restaurants and so forth.

So why, despite all these efforts is Home Economics still suffering from low status? Why is it still seen by many feminists as a subject which is *Wasting Girls' Time* (Attar, 1990) and heads them nowhere beyond the very real confines of hearth and home? Indeed, why is it that when the school curriculum as a whole comes under review by the state, Home Economics is invariably under threat in one way or another. For example, in some states it has been dropped off the list of subjects which students can use to gain Tertiary entrance. In others it has been broken up and distributed to other areas or it has been subsumed totally under some loosely labelled field of study (see further, Smith, 1992). Certainly in the case of the state's actions this can be explained partly by the general breakdown of the always artificial boundaries between many disciplines and by the emergence of new 'disciplines' such as health or technology education. It is clear that these areas have been looking to build themselves into an identifiable field of knowledge by pulling bricks from those already established edifices which were unable to stop the plunder. But this is only part of the story and this is where cultural feminism comes in with another explanation of the status problems of Home Economics and, for a change, with an affirmation.

Cultural feminism refers us to the gendered dualities I noted earlier and reminds us that despite all its attempts to cross the borders from one side of the binary to the other or to ignore it altogether, Home Economics still fits on the feminine side, the down-side of the binary. This means, the argument goes, that for those who accept the values of the other side, the upside, the public side, Home Economics, will always be other than and less than as long as it is run by women, taught mostly to girls and concerns itself mostly with the private world of the family and the home. Now, unlike liberal feminists, cultural feminists do not accept that this way of valuing is inevitable or even preferable. Indeed, they reverse the binary and put the down-side up. They celebrate the new up-side, saying that women's experience and achievements in the home and indeed in Home Economics just as their experiences and achievements anywhere else, should be recognised and valued. As Linda Peterat (1990) points out, "women's experiences of nurturing birthing and mothering" have become source for feminist theorizing and have thus offered a new insight about women and society. Cultural feminists argue that through their learned capacities for nurturance and through their nurturant work in the home and elsewhere, girls and women develop skills and values that are not only laudable in their own right but that the public sphere desperately needs. It is the values associated with an "ethics of care" which will put people back into politics and may well save the planet from environmental or nuclear destruction. Patricia Thompson's arguments about the Hestian and the Hermean spheres of life and about Home Economics as a Hestian enterprise are derived from the logic of cultural feminism. Hestia, the Greek Goddess of hearth and home symbolized the female world of the private domain where survival needs were catered for. Hermes, the god of communication, symbolized the public, the polis where free male citizens undertook intellectual work. Such domains she says were "distinctive yet complimentary and interdependent" (p. 278). To appreciate Home Economics, Thompson argues, we must now view it from the point of view of the Hermean domain which placed a negative value on the Hestian despite its dependence upon it. We must view it though the values which inform the Hestian domain: "family connection, continuity and the interdependence of public and private spheres" (p. 278) and work towards a public acknowledgement of its comparable worth.[3]

Thompson and others tell a different feminist story about Home Economics. They argue that many early home economists were not dupes of males ensuring girls' domestic servitude, but were in many senses feminists fighting in the cause of women's knowledge, struggling to get it documented and institutionalized and most importantly, valued in a public environment of denigration. I don't know if there are any teachers in recent times in Australia. Certainly future cultural feminists historians will look back with interest to this time to see how home economists protected and inflected their field in the shadow of the development of National Curriculum Statements, National Profiles and key employment competences, *a la* the Finn Report and Mayer Committee (see Bartos 1991). They might note, for example, that as food and textiles became subsumed under technology education, family matters no longer mattered in any curriculum area all that. That aside, coming from this feminist viewpoint, one line of argument about current Home Economics is that because it is conducted largely in girl-only classes from the dominating and harrassing presence of boys and because it is therefore free to focus on things of particular pertinence to girls and to do so in a relaxed social and "homey" atmosphere, it is therefore girl friendly or gender inclusive[4]. Maybe it could even offer the non-traditional subjects a few lessons about girls' learning. The logic of this argument is that it attracts girls because it interests them, and they enjoy it, therefore it works in their interests. But, does it? Can we necessarily equate what interests girls with what is in their interest?[5] Much as my daughter would hate to hear me say this — I think this is not always the case. And further, much as I think the cultural feminist narratives about Home Economics are an important part of the story, I wonder if there is not a lot more than needs to be said about the ways in which Home Economics can enhance girls' life-lines now and in the future.

Enhancing Girls' Post School Options Through Home Economics

How might it do this? I will devote the remainder of this paper to addressing this question and I will begin by noting some of the social changes that are of particular pertinence to Home Economics in the late 20th Century. I refer here to the dramatic increase of married women in the paid work force and the changing nature of the family. Between 1947 and 1987 women almost doubled their participation in the labour force, going from 22.4% to 40.1%. In 1947 married women constituted 3.4% of the total labour force and in 1987 they made up 23.7%. Of all the women in the labour force in 1947, 15.3% were married. In 1987, 59% of all women in paid work force were married (see Mumford, 1989). This is not to say that women's position in the labour market relative to men has necessarily improved. In fact there are some suggestions that it is getting worse. Women's entry into the paid labour force has been made both possible and, in certain senses, necessary by changes in the nature of the family. Reliable birth control has had a significant effect on women's patterns of child bearing. Women today are having fewer children, closer together and later in life than their mothers and grandmothers. An increasing number are choosing to have no children at all. The women's movement has contributed to changes in women's aspirations for their future and, in many cases, the high cost of living (particularly high interest rates) and rising expectations have meant that many households "require" two incomes (see Matthews, 1987). Another factor of considerable significance here, is the dramatic rise in the divorce rate — from 14% in 1971 to 25% (McDonald, 1988, p. 41). This has been accompanied by a rise in blended families and in sole parent households. In 1972 sole parents constituted 9.2% of all families, in 1988 they constitute 15%. Most such families are headed by women. On the other hand the trend amongst women is towards later marriage — indeed, 20 to 25% of this generation are expected not to marry at all (see further, McDonald, 1988). The traditional family, with a single income earned by the male is no longer the dominant family form (see Gittens, 1988, p. 42).

These changes have placed many households and work places under considerable strain and arguably the strain has been on women in particular who still carry the bulk of family work. The evidence is that women with children and in full time paid employment spend an average of about 35 hours a week on domestic work. Similarly employed men with children spend less than half that amount of time (see Junor, forthcoming). And of course other strains from within the family are becoming increasingly evident as the extent and damage of domestic violence and childhood sexual abuse becomes better known.

Let me just mention some of the results of these changes. A small scale response to the stresses associated with the new interface between the family and the work place has been the promotion of a whole new genre of pop psychology literature. The literature does not often challenge the unequal distribution of household work and neither does it often suggest new forms of publicly provided child care eg. employer provided. What it usually suggests is better ways that women can manage "their" domestic affairs. More generally, the commodity market has not been slow to respond to these shifts and as a result we have seen the intensification of commodity production and a radical change in the nature of domestic work; in certain senses house-workers have been deskilled; or, rather than being skilled producers, they have become skilled consumers increasingly reliant on the ready-made and on technical gadgetry. There is no doubt that certain craft skills are disappearing.

Overall, what we are experiencing is not only a redefinition of women's ways of being in the world but a deep cultural shift which requires us to think very carefully about the education we offer and the interests that it serves, about whether we simply help students to adjust to these changes or whether we encourage them to try to influence the direction of change and if so in what ways? More specifically, such shifts required that we give very serious consideration to the ways in which girls dominate numerically — eg Home Economics. As Loralie Smit has convincingly demonstrated in her book (1992), which I strongly recommend, the career potential associated with Home Economics has barely been tapped by girls (it is boys who have reaped the occupational rewards). Part of the reason for this is the states and accreditation issues referred to earlier and clearly this is an important front for careful and vigorous lobbying on the part of Home Economics Teachers. And, if schools are to link themselves with industry, and let Home Economists be at the forefront of this move. But states and even gender issues are only part of the issue here. The point is that most Home Economics students believe that it leads either to the home or to being a chef or a nanny or a dressmaker. As Loralie's book also shows this is simply not the case with regard to the food and catering, the textile and clothing or the childcare industries, let alone all the other fields that Home Economics provides a relevant background for and could later steer girls towards. While there are some problems associated with the latter two areas which I will pick up shortly, I will make this case through the example of the food and catering industries. Before I do that, however, let me first quote from Loralie quoting Ann Junor on what this range of possibilities includes:

> Managerial and administration work in sales, hospitality, agriculture and community service, professional and paraprofessional work in health, teaching, psychology, social science, social work, economics and accounting, design and human and animal sciences and trades work in food, furnishing and fashion. They also include — personal service jobs such as hairdressing, childcare and refuge work, enrolled nursing and dental nurse and travel stewarding (Junor in Smit, Draft copy, p. 95).

Many labour market analysts point out that food manufacturing is both a dominant manufacturing field and one expecting growth but experiencing skill shortage. Employment possibilities here include the range associated with food sciences, food trades, hospitality and tourism and Home Economics can help to encourage girls to enter all these fields. The under-recognised employment potential of Home Economics is a major issue for the field and I would like to suggest that in the interests of the girls who flock to their subject, home economists have particular responsibilities to recognize this considerable potential and to make girls, their parents, careers advisers and employers aware of it. And, in Home Economics does help girls further develop their often already quite well developed communication, interpersonal and problem solving skills, and if it is true that employers really do want what they say they want in this regard, then this information should also be imparted.

Our research on girls' post-school options shows secondly that schools must properly recognize the range of limitations that family work places on women's employment and help them to understand, prepare for *and shape* emerging new family forms and new relationships between the private and the public sphere. And, as much as anything this means deconstructing the myths that men have a greater entitlement to paid work than women and that women are more naturally suited to family work. Clearly this involves much more than compulsory Home Economics classes for boys (in case they may ever need to look after themselves) but perhaps it also requires Home Economics to do some of this demythologizing in these compulsory classes. It also means some demythologizing of the traditional notion of the nuclear family; the haven from a heartless world. And part of this may well mean teaching students about issues of family stress and violence and helping them learn ways of preventing and dealing with these. Perhaps it also means some consideration of the negative impact of information technologies on the family and questions about the different and not necessarily preferable bonding forms which might arise when a family is a unit of consumption rather than a unit of production. It certainly means families taking responsibility for the impact of domestic consumption on the environment.

Thirdly, our research has indicated that if schools wish to enhance girls' post school options, a particularly important area of work is critical and active citizenship. In this regard girls need firstly to be able to read the cultural forces which are shaping them; to identify those which work against their interests and those which are life enhancing. Secondly they need to develop both a much stronger sense of their capacity to act upon and change their world and the knowledge and skills to do this. Now citizenship work can mean many things. It can include individuals lobbying the local council to prevent the sale of playground or the local shopping centre to put in adequate toilet facilities. It can include the formation of self-help groups or groups to protect the local environment or to lobby for the increased provision of childcare right through to the full membership of various government membership of various government and non-government decision making bodies. Given that unions are so caught up in the definitions of skill and the awards which pertain to women's paid work, union membership is particularly important. The battle to have women's work skills and the skills they bring to paid work officially recognized and appropriately rewarded is currently underway through skill audits and the like. This battle is informed by the logic of cultural feminism and is one that pertains particularly to careers associated with childcare and clothing and textiles. If Home Economists are to steer girls in these directions, which by and large do not offer good employment conditions, then such girls should certainly learn how to work towards bettering their own conditions of work. While the current trend is towards individually negotiated work contracts (see Marshall, 1991), I suggest that this is a particularly dangerous path for women to take — and that as collective struggle is the only path towards general improvement, we should encourage gender solidarity amongst girls and help them use it in the interests of gender justice.

In conclusion, let me say that cultural feminist arguments about valuing the Hestian domain might make us feel good (and that is important), but they are not a sufficient response to the challenges of the different and very difficult times we are going through. As I suggested, Home Economics has the potential to bring about a strong and vibrant new synthesis between the Hestian and the Hermean domains. And it is this new synthesis that will put the wind beneath girls' wings. ☐

Footnotes

1. Dina Attar's book *Wasting Girls' Time* (1990) is a strongly argued compilation of these claims as they apply to the U.K. While no doubt Home Economists will find this book distressing, it raises too many issues of importance to the field for it to be ignored.
2. For a discussion of the different feminisms in education see Kenway, 1992.
3. Attar (1990, pp. 30-34) provides a provocative and valuable critique of Thompson's ideas.
4. For a critical discussion of this idea see Attar, 1990, Ch. 2.
5. This phrase comes from a case study by Pauline Richards and Sue Willis for the Department of Employment Education and Training (DEET) Project of National Significance called *Enhancing Girls' Post School Options*. The outcomes of this and a range of other case studies from across Australia are shortly to be published by DEET in an edited collection by Kenway, J. & Willis, S. and Cameron S.

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CANADIAN HOME ECONOMICS JOURNAL

Official organ of the Canadian Home Economics Association

Published 4 times annually January 1, April 1, June 15, October 1

Circulation 3300

Editor: Glenda Everett, Lethbridge Community Collegte
3000 College Drive, S., Lethbridge, Alberta T1K 1L6
Tel: (403) 320-3343

Business Manager: CHEA National Office, 901-151 Slater St., Ottawa, Ontario K1P 5H3
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